



**THE USE OF ENGLISH PODCASTS TO IMPROVE STUDENTS'
ABILITY IN LISTENING SKILL AT EIGHTH GRADE OF MTSN
KABANJAHE**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for the Degree of
Educational Bachelor S.1. Program*

By:

NURSYAHDIYAH

34.14.1.010

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2018**



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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU
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Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

Nursyahdiyah. The Use of English Podcasts to Improve Students' Ability in Listening Skill at Eighth Grade of MTsN Kabanjahe.

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Keywords: Listening and English Podcasts.

The aim of this research is to find the use of English podcasts in improving students' ability in listening skill. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 40 students at eighth grade of MTsN Kabanjahe in academic years 2017/2018. In during this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, and documentation. The quantitative data was taken from the test. The result of analysis showed that there was development on the students' ability in listening skill. It showed from the mean of the pre-test was 4,29, the mean of post-test in first cycle was 5,86, and the mean of post-test in second cycle was 7,12. The percentage of the students' score in the pre-test who got 8,0 above were 5 of 38 students (13,16%), the percentage of the students' score in post-test of the first cycle who got 8,0 above were 9 of 38 students (23,68%). It means there was an improvement about 10,52%. Then, the percentage of the students' score in the post-test of the second cycle who got 8,0 above, there were 16 of 38 students (42,11%). It means that the improvement was about 18,43%. From the data, it indicated that using English podcasts in listening skill was effective, and the data above can be concluded that the students' ability in listening skill have been improved by using English podcast as learning media. In addition, the students also looked active and enthusiastic in listening learning process by using the podcasts as learning media.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Listening is the process of making sense out of what we hear. Listening is an active activity that involves receiving, deciphering, and perceiving a message with intent to respond, planning ahead for a conversation improves a receiver's ability to listen a message.¹ Listening involves taking in meaningful sounds and noises and in some way, retaining and using them. Just as we speak for different purposes, we also listen for different purposes. We listen for enjoyment, information, and evaluation. It means that listening is the process of catching the sounds or information from the speaker.

Listening comprehension is the process of hearing that connected to receive more information in spoken English.² Listening comprehension is not only the process of hearing but also connect it to other information they already know. It means that when listeners hear something, they will combine what they hear with their own idea and their experience. Listening involves a certain amount of thinking, something a great deal. When they listen intelligently, their mind is at work in at least of two days. Their main is also busy sorting out what is heard and forming an impression of it.

Ur says that there are some students' difficulties in listening learning process such as, trouble with sound, have to understand every word, can't understand fast and natural native speaker, need to hear things more than once, find it difficult to keep up, and get tired.³ Mastering listening skill is still a big burden for English language learners, especially

¹Sheila Steinberg.2007. *An Introduction to Communication Studies*.Juta and Company Ltd. p. 55

²David Nunan. 2000. *Second Language Teaching and Learning*. Canada: Heinle&Heinle, p. 94

³Ur Penny. 2000. *A Course in Language Teaching: Practice and Theory*. Cambrige: University Press, p. 111

other English skills. Because listeners combine what they hear with their own ideas and experience, in a very sense they are creating the meaning in their own minds. This is an important and difficult part for the student in listening. Communication process will not complete without listening, they can't listen something correctly when they can't understand what they listen about. The weakness of listening skills is lead to misunderstanding. That's why listening comprehension is an urgent skill to be studied in English.

There are some reasons why listening felt difficult to be mastered by the students. The first, the students begin to learn English by the way of reading, instead of listening. In fact, reading is different with listening, like writing is different from speech.

The second, the materials in listening skill usually read by English people. There are different accents, difficult idioms, and unfamiliar language in their speaking. This is the other of students' difficulties, because of the teacher usually from the local people. So the students may not be used to listening accents of the foreign speaker. It is difficult for them to understand native speakers.

The third, when English people speak English, they are usuallyspeak at a normal speed, but it's too fast for the students. When they listen English people speak English, the students can't choose a comfortable listening speed; they have to keep up with the speaker's thinking process. So, sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed. Their results show that they have missed the whole passage.

The forth, the contents of the materials are unfamiliar with the students. Some of them are not relevant to the students. The students may lack the background knowledge about foreign countries and cultures. So, sometimes they can't understand the material or they can't understand the meaning.

And the other students' difficulties in listening skill, it is very difficult for the students to understand English through listening. It causes of the lack of students' motivation towards the topic. They are still dependency their eyes instead of their ears to learn English.

In teaching a language, English particularly is very complicated. In the classroom, teacher uses the technique under expectation that they are able or easy to understand the lesson. As a teacher, it is necessary to find the new teaching media to overcome the problem and to motivate the students.

There are some media can be used in listening learning process, such as audio media, audio-visual media, etc. example for audio media is radio, music, podcasts, and so on. While the example of audio-visual is video, film/movie, television, etc.

Media such as a podcasts has significant roles to motivate the students in listening learning process and to make the atmosphere in learning process more interesting. Hasan&Hoonhave found in their study that podcasts motivates learners towards learning English and improves their language skills, especially listening.⁴ To those students who do not like reading listening might prove to be motivating. This unique feature of listening is provided appropriately in podcasting that is teaching through talk rather than text.

Podcasts are particularly appropriate for the practice of extensive listening, for the purpose of motivating students to listen, as well as giving them the opportunities to listen to native speakers of English. Podcasts can be used by EFL teachers both directly in the classroom while doing some related tasks in the classroom monitored by teacher, chiefly to save time.⁵ Podcast used as media in listening learning process, it easier and simple media in learning process.

⁴Hasan, Md. M. &Hoon, T.B (2012) *ESL Learner' perception and attitudes towards the use of podcast in developing listening skill*.England:Cambridge. p. 160

⁵SaeedShiri, "The Application of Podcasting as a Motivational Strategy to Iranian EFL Learners of English: A View Toward Listening Comprehension". *Advances in Language and Literary Studies*. Vol. 6 No. 3; June 2015.p.1

Therefore, the researcher tries to reduce the problems of the students' listening skill and intends to find out what can be done to help them improve their listening skill. So, for the reason above, the researcher has conducted a research under the title "THE USE OF ENGLISH PODCASTS TO IMPROVE STUDENTS' ABILITY IN LISTENING SKILL AT EIGHTH GRADE OF MTSN KABANJAHE".

1.2 Statement of Problem

The purpose of using the podcast English media is to improve the students' ability in listening learning process. There're some difficulties that face by students in listening skill such as, misunderstanding of what speaker said, the speed of native speaker is too fast for the students, the speaker use unfamiliar language for the students, etc. And here the researcher tries to solve these problems by using the English podcast media to improve students' ability in listening skill.

1.3 Research Questions

The problem of this research was formulated as following:

1. How is the use of podcast improved students' ability in listening skill?
2. Can the podcast be an effective media to improve students' ability in listening skill?

1.4 Purposes of the Research

1. To describe the improvement on students' ability in listening by using podcast.
2. To know the effectiveness of using podcast in listening learning process.

1.5 The Significance of Research

1. The English teachers have the more media in learning process especially in listening skill, so that the teacher can make the learning process more interesting.

2. The principal as a reference in providing teaching strategy training for English teacher for English teacher for enable them in selecting appropriate technique in teaching English that is suitable for students.
3. The other researchers, the research hope this research can be used as a reference for the other researchers especially the researchers who have the same problem.

1.6 The Limitation of Research

The limitation of this research is in listening skill. The scope of discussion was limited on the use of English podcasts in improving the students' ability in listening skill at seventh grade of MTsNKabanjahe.

CHAPTER II

THEORETICAL REVIEW

1.7 Theoretical Framework

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. The terms have to classify to avoid confusion. Therefore, the classification of the concepts will be minimized possible misunderstanding between the writer and reader. In other words, they are very important to be explained, so that the readers will get the point clearly.

2.1.1. The Concept of Listening Skill

2.1.1.1 Listening Skill

As defined by Oxford, listening is a complex problem solving skill and is more than just perception of the sounds.⁶ 'Complex problem solving and more than just perception of the sounds' it means that we have to understand what speaker said while the listening is running. It is not only about listen, but it is about our understanding also. How we can get the points and information of what speaker told about, and how we can understand the speaker.

According to authorities who maintain that listening is a skill deserved to be taught point out by the students that listening is major language art utilized by both children and adults, listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and human affairs, their ideals, sense of

⁶ Oxford, R. L. 1993. *Research Update on Teaching L2 Listening*. System, 21(2)

values, and their appreciation.⁷ Listening is one of the fundamental language skills, that's why listening as a media for human to gain the information, got the understanding, catching the idea, feel the sense, and giving the appreciation from the speaker.

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. The term hearing and listening are often used interchangeably, but there are important differences between them. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.⁸ Hearing essentially just like passive activity. Hearing is when we just hear the sounds without pay attention of the sound sources. While, in listening the brain does automatically translate the words into the message that the speaker told. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves more than assigning labels to sounds or words.

Based on theories above, the researcher defined that listening as a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. Listening is ability of pay attention or to hear something. Moreover, listening and hearing are two different things, which hearing is essentially a passive activity, while the listening is determining the meaning and the message of the sounds or words.

⁷David Nunan. 1999. *Second Language Teaching and Learning*. Canada: Heinle&Heinle, p.

⁸Michael Rost. 2002. *Teaching and Researching Listening*. UK: Pearson Education, p.8

In the Noble Qur'an, Allah SWT says:

فَتَعْلَى اللَّهُ الْمَلِكُ الْحَقُّ ۚ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ
وَحْيُهُ ۚ وَقُلْ رَبِّ زِدْنِي عِلْمًا (طه: ١١٤)

“So high (above all) is Allah, the Sovereign, the Truth. And (O Muhammad), do not hasten with (recitation of) the Qur'an before its revelation is completed to you, and say, “My Lord, increase me in knowledge.” (Tha-haa:114).

The keyword of this verse is “Revelation”. Revelation has relationship with listening. In this verse, Allah SWT forbids the Prophet Muhammad SAW to read the revelation before he listen it carefully. It's related to listening, why the researcher say so? Because, from verse above we know that we have to listen to the speaker to get and to understand what speaker said.

Furthermore, listening skill is one of the basics of learning languages and acquiring them is very important in learning language. Moreover, with the development of high technology, we rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. Thus, it is crucial to improve the level listening skill for the students. From the verse above we also know that when we want to catch what speaker says and to get the speaker's idea, we have to hear the speaker.

2.1.1.2.Listening Processes

Listening is an active process for constructing meaning. As in communicate adequately it is important for a listener to understand what the speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and

meaning. In order, there are several models have been developed to explain how the listening process functions. And the most widely known of these models are: the bottom-up model, the top-down model, and the interactive.⁹

1. The Bottom-Up Model

This model firstly developed in the 1940s and 1950s. According to this model, listeners build understanding by starting with the smallest unit of acoustic message: individual sound or phonemes. These are then combined into words, in turn, together make up phrases, clauses, and sentences (lexical level). Finally, individual sentences combine to create ideas and concepts and relationship between them.

The text processing of this bottom-up model follows a traditional view of communication as the transmission of information. According to this model, communication can take place without any reference to the speaker, listener, or wider context. Since it is provided that there is no deficiency in the channel and both sender and receiver are using the same code, successful communication is guaranteed. To make an understanding of meaning or intention of the speaker, listener started with;

Lexical selection → *syntactic representation* → *phonological*
representation *articulatory system* *meaning*.¹⁰

From the theories above, the researcher concludes that in top bottom-up model the listener will catch and understand the speaker's meaning from the word,

⁹John Flowerdew and Lindsay Miller. 2005. *Second Language Listening: Theory and Practice*. USA: Cambrige University Press. p. 24-27

¹⁰ Trevor Harley. 2011. *The Psychology of Language From Data to Theory*. New York: Psychology Press Taylor and Francis Group, p.35.

then turn to phrase, clauses, and finally become a sentence. As we know that in listening, the learners need to be able to listen effectively even when they faced unfamiliar vocabularies. Low level students may simply not have enough vocabulary or knowledge of the language yet. Bottom up listening activities can help the students to understand enough about the context or material.

For example: speaker = I will come to your house tonight.

2. Top-Down Model

It is quite possible to understand the meaning of a word before decoding its sound. Because in this top-down model emphasizes the use of previous knowledge or experiences in processing text to understand it (contextual knowledge) rather than relying upon the individual sounds or words. In fact, everyone have many different types of knowledge or experiences, including knowledge of the world around them. In the most situations everyone has their expectation of something that normally happened or what they will hear.

In applying contextual knowledge to utterance interpretation, listener uses the pre-established pattern of knowledge and discourse structure store in memory. For example, if we hear the following uncompleted sentences, 'she was angry, she picked up the gun, aimed, and ____, we know what's going on to happened, and probably need very little acoustic information to understand the final word be 'fired' or 'shot' or whatever.

Example: Students can predict the content of a listening activity before it delivered, maybe using information about the topic or situation, pictures, or key words.

3. Interactive Model

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required, this called interactive model.

An important advantage of the interactive model over hierarchical models, whether they can be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other. At the level of the individual, some individuals may prefer to rely more on top-down processing, while others may favor an approach with more emphasis on bottom-up processes. At the level of the group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech.

In interactive model, it included top down and bottom up skills. It depends on students' need. May be at the first time, teacher used bottom up model, and after the students' mastered it, teacher make to the higher level top up model in listening learning process.

In other opinion, the process of listening occurs in five stages, such as hearing, understanding, remembering, evaluating, and responding.¹¹

Step 1 'Hearing (receiving)'

¹¹ Sandra D. Collins. 2009. *Interpersonal Communication: Listening and Responding*. USA: South-Western Cengage Learning, p.8-9

It is also called neurological process, it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you have to hear to listen, but you don't need listen to hear (perception necessary for listening depends on attention).

Step 2 'Understanding (learning)'

This step helps to understand the symbols, we have seen and heard, we have to analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds (this the aspect consciousness of mind and directly related to intentionally the intention to understand and to be understood).

Step 3 'Remembering (recalling)'

It means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, our attention is selective, so too is our memory what remembered may be quite different from what was originally seen or heard. It is full of concentration.

Step 4 'Remembering (judging)'

At this point the active listener weights evidence, sorts fact from opinion, and determines the presence in a message from any information may stay in students' short-term memory when they are actively thinking about it and then be transferred to long-term memory storage, or it may be lost.

Step 5 'Responding (answering)'

Students can respond in ways that let the speaker know the message has been heard and correctly understood. Students respond can further an interaction and courage a speaker.

From the description above, we know that cognitive, consciousness, concentration, and attention are very important to make a listening process successful and help the teacher or students in learning scheme.

2.1.1.3 The Types of Listening

And the other explanation of the types of listening is featured in the language classroom that limited by comparison with those occur outside. Since the choices of listening passage are made by teachers. There are two types of listening based on language classroom,¹² as follow:

1. Participant Listening

In this type, students' listening is more involve face to face even they listen for shorter periods of time. Some of these exchanges have little informational content. Some students are likely to:

- Identify various points of information within the text.
- Demand a high level of attention throughout the passage.
- Often requires focus upon micro-points rather than macro ones.

This point remains that auditory scanning is the major types of listening practiced in the listening classroom.

2. Non-Participant Listening

In this type, the activities require the learners to listen and report on recorded passage. The content of the passage may be a monologue, or it may be an exchanged between two speakers; but the listener's role is non-participant. The

¹²John Field. 2009. *Listening in the Language Classroom*. UK: Cambridge University Press, p.59-60

type of listening demanded by an interactive situation is different from listening to a recording, since an important part of the process is the listener's need to formulate, within a tight time frame, an appropriate response to what is heard. The listener has to achieve an understanding of a comparatively brief piece of input and all ready with a reply when a change of turn is signaled by the speaker.

In the other hand, it is clearly that interactive listening is different from non-participatory in terms of the processes involved, and the learners may require specific practice in it.

2.1.1.4 Difficulties In Listening

Listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at, if they do not understand the information. The second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make the listening learning process a major challenge and it usually happen that the students found the difficulties.

Ur says that there are some students' difficulties in listening learning process such as, trouble with sound, have to understand every word, can't understand fast and natural native speaker, need to hear things more than once, find it difficult to keep up, and get tired.¹³ From the description that have mentioned, those are difficulties that often happened by the students in listening process. Students have some differences ability in listening. Besides that as Indonesian people, students are seldom to in listening English language however the speaker is a native people. Their environment is not support them, because their environment used their mother tongue language.

¹³Ur Penny. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: University Press, p. 111

Every student have different personality, it naturally makes them having a different style of learning and difficulty by learning itself. It also happened in listening process, most of students getting some difficultness in it. Here are some problems that happened in listening process:

1. Working Memory

Working memory is set of cognitive processes that all listeners use with varying degrees of efficiency as they attend to, temporarily store, and process incoming speech in L1 or L2. Working memory refers to a cognitive system that is crucial to the processing, storage component and an intentional control component known as the central executive, like short-term storage and long-term storage.¹⁴ Every people have different ability in memorizing. While the listening we have to remember what the speaker said. However we can't remember all of the words, at least we can get the points of what the speaker said.

We know that people have different level of intelligence with a million human will be described as:

- 1% disable, having IQ around 30-70
- 5% dull-witted, having IQ around 70-80
- 14% stupid, having IQ around 80-90
- 60% normal, having IQ around 90-110
- 14% smart, having IQ around 110-120
- 5% very smart, having IQ around 120-130
- 1% genius, having IQ around more than 130.¹⁵

2. Recognizing the Code

¹⁴Amber Bloomfield et.al. 2010. *What Make Listening Difficult?: Factors Effecting Language Comprehension*. USA: University of Maryland Press, p.7

¹⁵Asrul,dkk. 2014. *Evaluasi Pembelajaran*. Bandung: Citra Pustaka Media, p.7

This stage was heavily influenced by the tradition of structuralism linguistic. It assumed that the problem for the students was they were not able to use the phonological code sufficiently to identify which words were being used by the speaker and how these were organized into sentence.¹⁶ Students also feel difficult to recognize other aspect of English: lexical items (words expressing noise/movement), syntax code, structural items (their use and meaning), functional items (their form and use) or even pronunciation.

For example, many students get difficulty in knowing or understanding about; syllables (words, how to spell e-a-s-y/ e-a-s-e) and rule of vowel/ consonant. Students also didn't know how to predict or put the right stress where they are listening, eg: present ('preznt, as a noun) or present (pri'zent, as a verb).¹⁷ To make they are more complicated, they didn't know anything about the pattern of intonation when speaker speaks, as we know that there are five patterns of intonation such as, falling pattern (usually indicates that the speaker has finished), raising pattern (signal a question or continuation), fall-rise (signal definiteness combined with some qualification), rise-fall (signal strong feeling or surprise or approval or disapproval), level-tone (signal boredom, routine or trivially).

3. Unfamiliar Vocabulary

Inform that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. This way will be represented that knowing the meaning of the words might arouse students' learning interest and lead to a positive effect of listening ability, because students usually feel

¹⁶ Gillian Brown. 1990. *Listening to Spoken English*. England: Longman Group UK, p.144

¹⁷ J.D.O' Conner. 1998. *Better English Pronunciation*, USA: Cambridge University Press, p.

unfamiliar about many words that speaker said, and of course they can't catch what speaker said clearly.

4. Length and Speed of the Listening

The students' level played a great role when during listening long parts and keeping all the information in the mind. It is not easy for the lower level student to listen more than three minutes. Short listening texts facilitate listening comprehension and diminish the boredom, keep learners' concentration alive. Another reason that makes the listening text difficult is the speed. Actually, native speaker used the speed, but it's so fast for the students as the foreign people. The students feel difficult to catch the target words. It is an important thing for the teacher, to make the speed slower and will facilitate the beginner learners' listening skill.

5. Physical Condition

Sometimes inconvenience of classrooms affects students' listening skill. In the large classroom students who are sitting on the back rows may not hear the recording as students sit in front.

6. Lack of Concentration

Students' motivation is one of the crucial factors that affect the students' listening skill. It can be difficult for the students in maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension.¹⁸ The concentration is an important thing to do while the listening process is running.

¹⁸Mustafa AzmiBingol, "Listening Comprehension Difficulties Encounterer by Students in Second Language Learning Class".Journal of Educational and Instructional Studies in the World.Vol 4. No 4. May 05, 2016, p.4.

With the listener's concentration, the listener can get the points of what speaker said as accurate, clear, and fast.

2.1.1.5 Solutions and Developing Listening Skill

To get the solution to overcome the difficulty of listening, it needs the cooperation between teacher and students in learning process. It can be started from the teacher by giving the motivation for the students. By giving the motivation, teacher can build students' belief on their own academic ability especially in listening.

Motivation indicates that internal factors (students' belief and perception) are key factors in understanding behavior. If the teacher wants to understand students' motivation, teacher may begin by evaluating students' behavior in the three areas:¹⁹

1. Choice of behavior (many students choose to learn more about a subject or topic outside of class, whereas others limit their involvement to class assignments).
2. Level of activity and involvement in the class and persistence (involvement in a task).
3. Management of effort (the willingness of students to persist when tasks are difficult, boring, or unchallenging is an important factor in motivation and academic success).

Those are the steps that teacher do to overcome the problem in listening by forming students' principle of learning process, especially in listening skill.

Supporting the listening learning process, teacher can assist the learners by providing them by supporting when they do the activity. This support acts as a temporary bridge which learners use to reach the target. Over time, learners internalize the expertise required to meet the target independently and the bridge can

¹⁹Myron H. Dembo. 2004. *Motivation and Learning Strategies for College Success: A Self-Management Approach*. New Jersey: Lawrence Erlbaum Associates Publisher, p. 54.

be removed. To provide these solutions in developing listening skill is supported in eight main ways:²⁰

1. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials by providing prior experience with aspects of the text (i.e., with language, ideas, skills or text-type).
2. By guiding the learners through the text or any media that can help the students' understanding. Teacher should design listening tasks that arouse students' interest and help them to learn of listening skill and strategies.
3. By setting up cooperative learning arrangements.
4. Teacher should provide the students with different types of input like lectures, radio, news, films, TV plays, announcement, everyday conversation, and interviews.
5. Teacher should familiarize their students with the rules of pronunciation and the difference accents of native speaker (teacher can use podcasts English to adjust the material with students' ability and need).
6. Teacher should give their students the necessary feedback on their performance, because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercise.
7. Teacher should use the body language such as, pointing and facial expressions to reinforce oral messages.
8. By providing the means by which learners can achieve the comprehension by themselves.

²⁰I.S.P. Nation and Jonathan Newton. 2009. *Teaching ELS/EFL Listening and Speaking*. New York: Routledge, p.46.

These kinds of program automatically made students provide the basis for structuring the listening experience/ability. So that, teacher and students should be cooperate in completing a mission about developing students' ability in listening skill.

2.1.1.6 The Description of Listening Comprehension

From psychological theory, Frank stated that “comprehension means relating new experience to the already known. It can also apply to learning because it involves changing or elaborating on what is already known. Frank also define that *comprehension means making sense*.²¹ This sentence refers to a language, means making sense of what we heard, what we listened. This theory also refers to the listening comprehension that encompasses the multiple processes involved in understanding and making sense of spoken language. These included recognizing speaker's sounds, understanding the meaning of the words, and understanding the syntax of sentences in which speaker said.

According to Rubin, “For second language/foreign language learner, listening is the skill that makes the heaviest processing demands because learners have to store information in short term memory at the same time as they are working to understand the information”.²² Listening became a difficult subject for students, it causes the students have to remember and understand the information while listening is running. It causes also the students are as foreign language learner, they used their mother tongue language in their daily conversation, so that they still feel difficult to understand clearly when the speaker used English language however it be used by native speaker.

²¹ Frank Smith. 1975. *Comprehension and Learning*. Canada: Harvard University, p.8.

²² Koichi Nihei. 2002. *How to Teach Listening*. Japan: Nihei Fukushima-Minami Senior High School Fukushima Prefecture, p.5

The store of comprehension is memory or we can call as “cognitive construction”. This is the synonym of how students’ functional brain works. There are three basic aspects or characteristics; (1) System of categories, organizational system including the human brain, (2) Distinctive feature, students are able to distinguish properties of significant differences of object of what they’ve heard or seen, (3) Interrelations among categories, these interrelations are the core of the entire cognitive system.²³ These enable us to summarize past experience, make sense of the present and predict the future. That’s why comprehension is known as the ability to understand completely and be familiar with a situation or facts.

According to Wallas and friends, the linguistic meaning of comprehension is the ability to understand the meaning of a concept or an action based on the intelligent power of abstract thought and reasoning. While a concept is a basic cognitive unit to identify and/or model a real-world concrete entity and perceived-world abstract subject. A comprehension means a higher cognitive process of the brain that searches relations between a given concept and a set of attribute (A), object (O), and relations (R) in long term memory (LTM).²⁴ In cognitive psychology, comprehension involves constructing an internal representation based on existing knowledge previously gained in the brain.

That’s why the researcher said that listening comprehension is an active process that involving the cognitive, affective, and psychomotoric. The cognitive aspect includes how students’ functional brain works by rely on three types of information: linguistic input, contextual information, and the recipient’s linguistic and

²³ Frank Smith. Op. Cit, p.11.

²⁴Yingxu Wang. “*The Cognitive Process of Comprehension: A Formal Description*”, *Journal of Cognitive Informatics and Natural Intelligence (IJCINI)*.Vol. 1.Issues. 1. 2008,p.2-3.

other general knowledge of the world, including semantic and pragmatic knowledge.²⁵

Comprehension is selective, because human process limited processing capacities. It needs a high concentration and good intention through this process. That's why listening comprehension is an active process that involves many aspect of human life.

In other words, an affective aspect refers to students' emotional like attention and intention. Intention used for organizing what is heard and seen, to organize language in terms of topics (what the language is about) and information value (what the language signal is relevant for us?). It is important because in listening comprehension process, students have to focus or judging the content not only delivery, they have to find and listen the ideas. Respect, open minded to listen everything, then give the feedback or summarize. Interest means demand to be flexible. Concentration means trying to resist the distraction and other.

And the last is psychomotoric aspect, it is happened when listener is going to predict what will talk about, giving appropriate feedback or guessing unknown words by making a note or mind mapping to make them easier to connect and decide the speaker's meaning.

2.1.2 Podcast as Media

2.1.2.1 Media

Media is the plural form of medium. Gerlach and Ely, "Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in, its more complete communication

²⁵ParisaNaseriKarimvand. "Psycholinguistic Perspective on Comprehension in SLA", *Journal of Language Teaching and Research*. Vol. 2.No. 6.November 2011, p.2.

complex.”²⁶ It also said that media is important thing in teaching and learning English, because media helps the teacher in delivering the material being taught. Furthermore, the students can understand the material easier because of media as a tool to engage in learning English.

2.1.2.2 Classification of Media

Media can be classified into some categories. They are:

1) Audio Media

They are media that can be listened to. It means that audio media has sound which is listened by us. For example are radio, recorder, podcasts, etc.

2) Visual Media

They are media that can be seen also can be listened. Arsyad stated that, “Visual media would captivate visual sense eyes mostly. It can be formed of picture, photograph, moving picture or animation and flashcard, etc.

3) Audiovisual Media

They are media that have both sound and picture. Video, film or movie, and television are the examples of audio visual media in teaching, and it has a sound, because it is produced to get appear the reality picture in the original form, it describes theory and animated.

2.1.2.3 Types of Audio Media

²⁶Prof. Dr. Henry Guntur Tarigan. 1993.*Strategi Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa. p.71

There are four types of Audio Media

1) Magnetic Recordings (The Cassette Tape)

Invented in the late 30's, and popularized in the 40's and 50's, magnetic recording employs the usage of a tape, made of thin plastic, that is coated with many things, the most important being ferric oxide. This ingredient gives a magnetic recording or a faster to use than any method before it, as well as the ability to erase whatever recording had been on the tape. There are many formats of magnetic recordings, but the most popular one is the cassette tape.

2) Digital Recordings (The Compact DISC)

Invented around the late 70's and early 80's, digital recording is done by translating an audio signal into something that could be understood by a computer. In the 90's, the compact disc (CD) became the most popular digital recording format.

3) Digital Audio Files (MP3)

By the turn of the millennium, digital audio files that can be stored on computers, using such formats as the MP3, became the norm. It is a patented encoding format for digital audio which uses a form of lossy data compression. It is a common audio format for consumer audio storage.

4) Podcasts

A podcast is simply an audio made available online. The word is a combination of the words “broadcast” and iPod, Apple’s MP3 player. But the word “pod” does not mean that we need an iPod or even an Apple to listen existing podcast, or to make it ourselves.

2.1.2.4 Podcast

Podcasting phenomenon, an innovative technology for broadcasting audio files and programs on the Internet has been introduced in 2005 and since then there have appeared rapid advances. Technology is developing apace, to the extent that just when we are accustomed to one device, such as television or telephone, we find it changing and merging with other forms so as to be unrecognizable.²⁷ So we can now buy a telephone and email console combined, or a microwave with an integrated computer monitor.

From the perspective of autonomy, the most significant Internet- based activities involve e-mail, on-line discussion and web authoring. A key characteristic of the Internet as a resource for self-directed learning is the opportunity it provides for collaborative learning. Internet technologies open up opportunities for interaction among learners, between learners and target language users, and between learners and teachers that could otherwise be difficult or impossible to achieve in the classroom or in self-access. The internet also appears to facilitate learner control over interaction.²⁸ Podcasting which was originally a tool for conveying information, news, and entertainment, soon, was detected by educators who properly noticed the potential it can have for teaching and learning.

²⁷Kit Field. 2000. *Issues in Modern Foreign Language Teaching*. London:RoutledgeFalmer, p. 208.

²⁸ Phil Benson. 2001. *Teaching and Researching Autonomy in Language Learning*. England: Pearson Education, p. 139

For some learners, listening might be more attractive and less tiring than reading. Hasan&Hoon have found in their study that podcasts motivates learners towards learning English and improves their language skills, especially listening.²⁹ To those students who do not like reading listening might prove to be motivating. This unique feature of listening is provided appropriately in podcasting that is teaching through talk rather than text. Podcasts are particularly appropriate for the practice of extensive listening, for the purpose of motivating students to listen, as well as giving them the opportunities to listen to native speakers of English. Podcasts can be used by EFL teachers both directly in the classroom while doing some related tasks in the classroom monitored by teacher, chiefly to save time.³⁰ Podcast can be used to help the students to adjust the material with their ability in listening.

2.1.2.5 The Advantages of Using Podcast

By the time the students use multimedia equipments, they are able to access a lot of sources whether it is visual, audio, or audio-visual. Moreover by using multimedia, students can download native voice as source of the listening/dictation materials. Podcast is possible to foster students' listening skill as it provides students with authentic and contextual materials. It can improve students' knowledge in operating multimedia, because students are able to share their podcast via internet as well. When students create podcast for class, they not only learn the target language in a creative way, they learn 21 century communication skills at the same time.

Podcast is a portable function enables the students to practice the target language more conveniently since they can play the audio wherever they want, e.g.

²⁹Hasan, Md. M. &Hoon, T.B (2012) *ESL Learner' perception and attitudes towards the use of podcast in developing listening skill*.England:Cambrige, p. 160

³⁰SaeedShiri, "The Application of Podcasting as a Motivational Strategy to Iranian EFL Learners of English: A View Toward Listening Comprehension". *Advances in Language and Literary Studies*. Vol. 6 No. 3; June 2015.p.1

when they are walking to campus, sitting in a bus or train, and so on. An important feature that makes the online audio file into a podcast is the possibility of subscription, so that the listener is alerted when a new episode is available and may even have it automatically downloaded onto a computer ready for listening or transfer to a mobile device. Podcasts can also include music, video, or pictures. Another feature of podcast is economical. Instead of buying a CD of listening practice consisting limited number of tracks, we can download Podcast for free.³¹ Here, the teacher can download the podcast by adjusting the material with the students' ability. Because, in senior high school, it's still several of the students have the mobile phone, so that the teacher as the center in giving the knowledge from English podcasts.

2.1.2.6 Podcast as Learning Media

English learning podcasts can be utilized for both extensive and intensive listening activities.

Podcasts do not differ fundamentally from texts spoken on cassettes or CD. Teachers have always recorded programmes from the radio or the internet onto a cassette or a CD. Podcast is one of the easier media that can be used. Teacher can subscribe to a podcasts and each time an update (a new installment or a new programme) is available it is automatically downloaded to the computer. If we think it is suitable, we can keep it, or just delete it. So, we don't have to be at home or program our recorder, it is all done automatically.

Podcasting offers students a "range of possibilities" for more and more listening practice not only inside but also outside of the classroom and at the convenience of their time: "Supplementing the (often) scripted and stilted textbook

³¹Beare, K. 2009. *Introduction to English Listening Podcast*. Retrieved April 2014, 2013 from <http://esl.about.com/od/englishlistening/a/intro.podcasts.html>

listening with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers. Chosen carefully, extracts can bring a range of different voices and varieties of English into the classroom”.³² A podcast may be used just to provide motivated students with additional language input. However, if teacher wish to use them in class, teacher needs to spend time on selecting suitable and develop the tasks and activities to guide the students in listening process. These often involve activities to mobilize the students’ prior knowledge of the subject of the podcasts (pre-listening activity), some while-listening activities and some post-listening activities. For the while listening activities some true-false questions, students can check while listening also help them to concentrate on the text. In the post-listening stage, students can focus on specific vocabulary items and if available, hand out the transcript. The study aimed at investigating whether the application of podcasts as a motivational teaching media significantly affect the students’ motivation.

2.2 Related Studies

1. Nur Annisa Arifin (2013). ‘Improving the Students’ Ability on Listening Using Whisper Race Game Strategy at MTs Al-WasliyahBatangSerangan’. The aims of this research are to find out the effectiveness of whisper race games strategy in improving the students’ ability on listening. This research is a classroom action research. The action research was conducted in two cycles, each of which

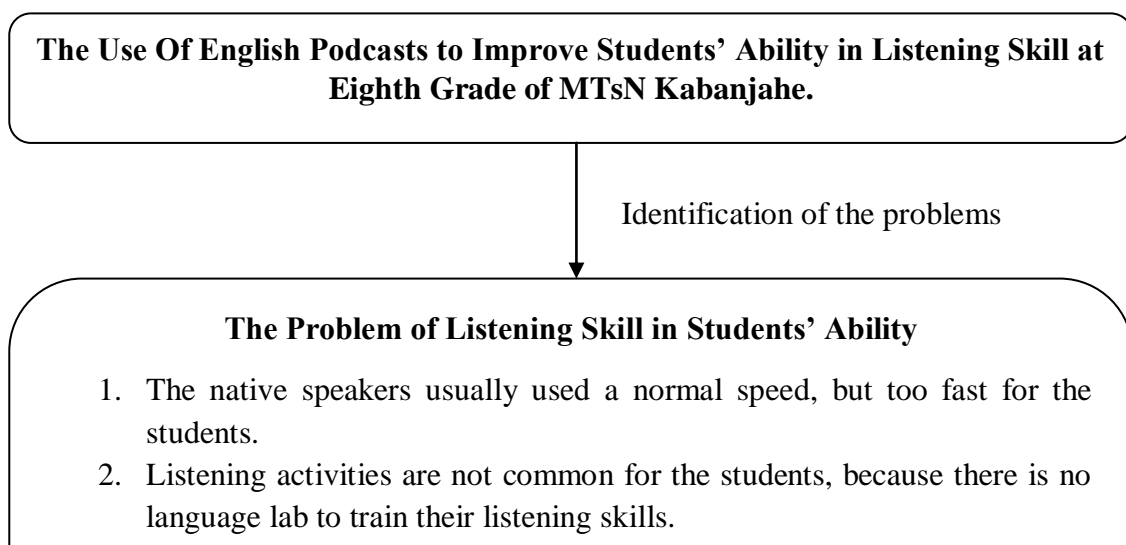
³² Stanley, G. 2006. *Podcasting: Audio on the Internet Comes of Age*. *TESL-EJ*, 9(4). Retrieved January 17, 2007 from <http://www-writing.berkeley.edu/TESL-EJ/ej36/int.html>

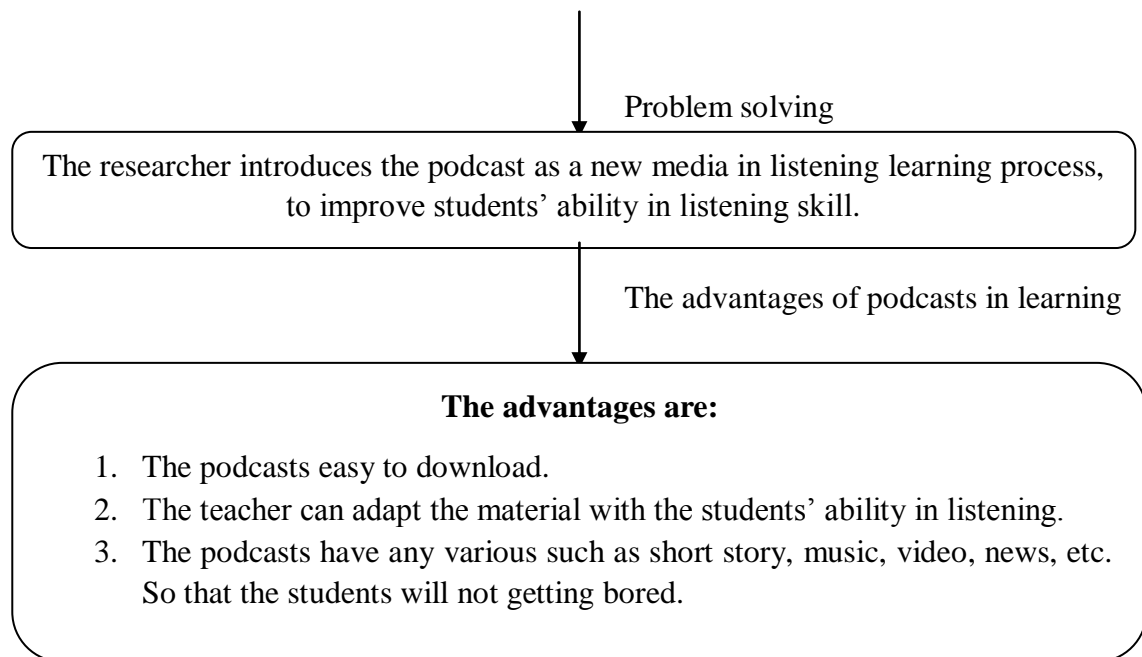
involved planning, implementing, observing, and reflecting. The subject of this research was the first year students of MTs Al-Washliyah Batang Serangan. The subject of this research was 37 students in class VII. The technique of collecting data was interview, document, observation, and test. After analyzing the data, it was found out that the students' score increased from pretest until post test of cycle I and cycle II. It means there is an improvement on the students' ability on listening through whisper race game strategy. It was shown from the improvement of the means of students' score namely the mean of post test of cycle I (66.75) was higher than the mean of the students' score in pretest (46.75) and the mean of cycle II (79.45) was higher than the mean of the students' score in post test I. Thus, the hypothesis is acceptable. Based on the finding the statistics analysis stating that Whisper Race Game strategy can improve the students' ability on listening.

2. Linda Yana Tambunan (2016). 'The Effect of Using English Movie on the Students' Achievement in Listening Skill at SMA Swasta Al-Ulum Medan'. The objective of this study was to investigate The Effect of Using English Movie on the Students' Achievement in Listening Skill. The population of this research was the tenth grade which distributed into two classes were taken as sample. X-6 as experimental group consisted of 30 students and X-5 for control group consisted 30 students. The instruments for collecting data in this research was listen in form listening an multiple choice test. Pre-test and post-test were conducted in both, experimental and control group. The finding showed that the students' who taught by using English movie got higher score than those who taught by using conventional media. The result showed that there was significant effect of using

English movie on the students' achievement in listening skill. Thus, the hypothesis alternative (ha) was accepted.

2.3. Conceptual Framework





CHAPTER III

METHODOLOGY OF RESEARCH

This chapter covered the type of research design, setting of research, subject of the research, time of research, instruments of the research, data collecting technique, procedures of the research and validity and reliability of the research data.

3.1 Type of Research Design

The method will be applied in this study is Classroom Action Research (CAR). It aims to find and implement some actions to improve the listening skill of grade VIII, class 6 students of MTsN Kabanjahe. A simple way to understand action research was take a look at the term itself and separate its parts. In terms of action research, the *action* was what you do as a teaching professional in the classroom. Creating the learning environment, interacting with your students, developing lesson plans, assigning homework, and almost everything you do in your daily routine of teaching constitutes the “action” of action research. The “*research*” part of action research refers to the methods, habits, and attitudes that teacher uses. The methods of data collection, the professional habits of observation, the attitude of openly searching for new and better ways to present material and challenge your students.³³ It would be teacher purposeful reflection that automatically shaping his/her future actions in the classroom.

Next, based on the terms explanation above, action research means that: An action research is disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving or refining their action.³⁴ The practitioners (teacher and students) who engaged in action research inevitably find it to be an empowering experience. The type of classroom action research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.³⁵ This was referred to teacher to identify any real problems that found in the classroom before implementing the CAR to improve the quality of content, processes, and learning outcomes at schools.

³³ Robert P. Pelton. 2010. *Action Research for Teacher Candidate: Using Classroom Data to Enhance Instruction*, USA :Rowman and Littlefield Education, p. 4.

³⁴ Richard Sagor. 2000. *Guiding School Improvement with Action Research*, USA: Association for Supervision Curriculum Development (ASCD), p. 3.

³⁵ Michael J. Wallace. 2006. *Action Research for Language Teacher*, Cambridge: Cambridge University Press, p.5.

That's why the classroom action research was naturally aimed at increasing outcomes of teaching and learning. It helped the teacher understand more about the process. Classroom action research is portrayed as a cyclical or spiral process involving steps of *planning, acting, observing, and reflecting* with each of these activities being systematically and self critically implemented and interrelated.³⁶ Because of this, it could help the teacher and other education personnel cope with learning problems. Then, enhance professional educators by growing academic culture at the school environment, so as to create a proactive attitude in doing quality improvement in a sustainable manner.

As your information, there are many models of classroom action research implementation. In this case, the research procedure of researcher would be adapted from a model proposed by Kemmis and Mc Taggart that the action research occurs through a dynamic and complementary process, which consists of four essential steps: planning, action, observation, and reflection. The researcher with help other education personnel collaboratively found obstacles and weaknesses of the listening learning process, identified some problems, planned and implemented the proposed actions. After that, the researcher would make an evaluation, reflection and discussion related to the actions that had implemented.

Although there are various kinds of models in classroom action research, all of them are still in the same step of implementation, namely:

- a. Planning: explaining about what, why, when, by greeting, how it is implemented.
- b. Action/Implementation: the application of the contents of the action plan. Here, the teacher should try to obey what has been formulated in the design, but still apply fairly in the implementation of the action.
- c. Observation: an observation of what happens when the action takes place.

³⁶Anne Burns. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, p. 4.

- d. Reflection: reinvents what has been done, the deficiencies, the advantages found during the execution of the action as the next cycle planning material.³⁷

3.2 Setting of the Research

The setting of the research will be conducted at MTsN Kabanjahe. It located at Jln. Samudera, Kab.Karo, Post Code 22111, Kabanjahe. The school has eighteen classes. Each grade divided into six classes. The average numbers of students of each class is 40 students. Obviously they were not only from some different social backgrounds but also various characteristics.

Related to English teaching and learning activities, MTsNKabanjahe has two English teachers. The English subject taught two times a week for 80 minutes for each meeting.

The facilities supporting the English teaching and learning activities in the listening are a whiteboard, board markers, 20 student tables, 40 student chairs, a teacher table, a teacher chair, 1 projector and the slide (in laboratory), 1 audio speaker (in laboratory), and 1 notebook/laptop (teacher belong).

3.3 Subject of the Research

The subjects of the research is the VIII-6 grade students of junior high school in MTsN Kabanjahe, in the academic year of 2018/2019. There are 40 students on the class which consist of 24 girls and 16 boys. The researcher chosen this location because some reasons, namely: (1) strong relationship among teachers and students that has make the writer interested in it, (2) this school is near from the writer's house, (3) the English teacher still used the traditional method in teaching and learning process in class, especially in listening skill, the teachers almost never has a high attention for that skill, (4) the English teacher never use podcasts media in teaching English, (5) The writer found some problems related to the listening class activities and students ability in mastering listening skill and comprehension

³⁷Syamsidah. 2016. *Kiat Mudah Membuat Penelitian Tindakan Kelas Bagi Guru Taman Kanak-Kanak*, Yogyakarta :Deepublish Publisher, p. 9.

after interviewing the English teacher, (6) this school is accessible in terms of time and fund so that the data could be collected easily, (7) the school welcome anyone that aims to improve the teaching learning quality.

3.4 Time of the Research

The research will be conducted in the second semester of the academic year 2017/2018. The observation would be conducted in April 25th, 2018. The research would be conducted in May to June 2018. The study takes place according to the class schedule in which the English subject is taught two times a week. The duration is 80 minutes for each meeting.

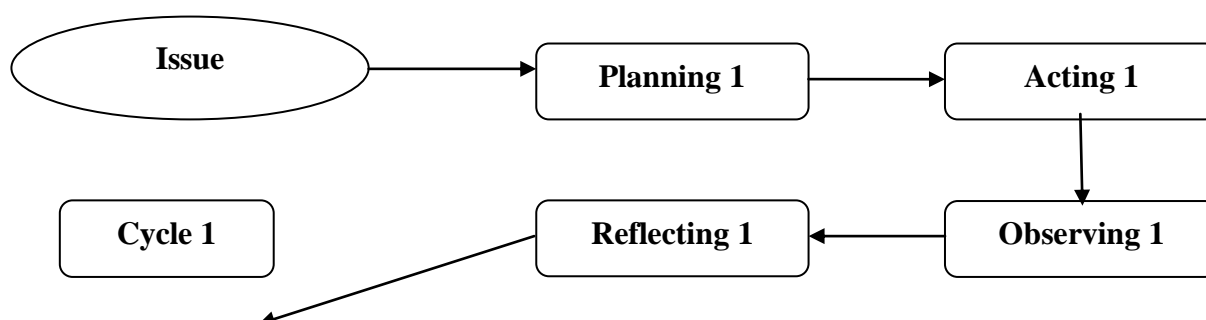
3.5 Procedure for Data Collection

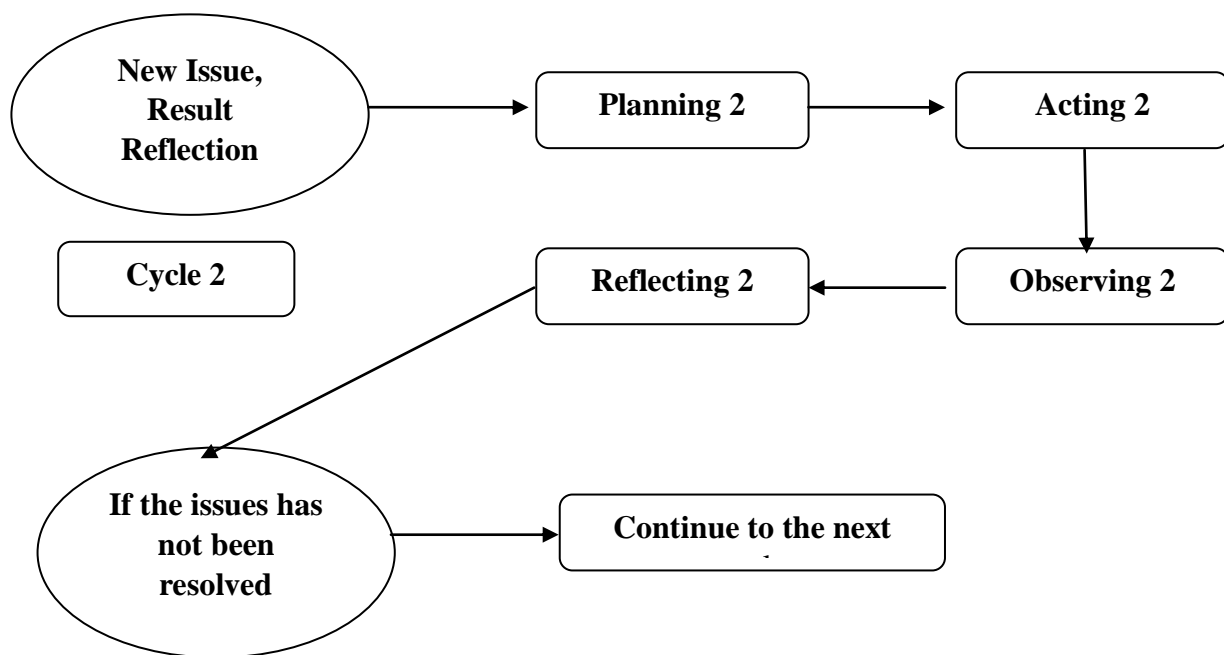
The procedure to collect the data of this research is by conducting two cycles, which each cycle consists of four meetings included four steps. They are planning, action, observation, and reflection, which can be seen in the following figure:

1. Pre-test

Before the researcher begins cycle 1, pre-test is used to identify the basic knowledge of the students about their ability in listening skill, and also their problem in listening skill.

FIGURE 3.1





2. Cycle 1

a. Planning

Planning should be based on the problem identified. Below are the thing should be prepared.

1. The lesson plan.
2. The material for teaching listening.
3. The instrument for collecting data such observation sheet and interview sheet.
4. Preparing the facilities and media that will be used while doing teaching.
5. Preparing the assignment needed for the students.

b. Action

Action is the process of doing things. It is the implementation of planning the researcher should be flexible and welcome to the situation that changing in school. Thus, the action should be dynamic, need immediately decision for what are done and complete simple evaluation.

The teacher applies the podcasts media in listening learning process. In this case, the record of podcast contains the listening material. Then, after listening process of podcast just have done, teacher gives the question section for the students about the material in podcast that they have heard. In this section, teacher makes the students involve in learning process, and participate actively in the class. Then, the researcher records this activity by using phone or digital camera.

c. Observation

In this step, the researcher will observe and write students' activities during teaching and learning process. Observation is aimed to record the process and get the information of action during teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It does by interview and observation sheets. Observation will do carefully by the researcher, because it will collect as the data which is use as basic reflection. In this case, the researcher observes the students' listening ability and the problem or obstacles that found by the researcher while the listen the material from the podcast.

d. Reflection

In this step, the researcher takes general evaluation to know whether the students get progress in score based on the observation and documentation. It is expected that the students get the better listening ability after this cycle.

3. Cycle 2

The researcher will do cycle 2, if the students' score is still low. It means that the researcher will arrange the plan based on the problem or the procedure in cycle 1 that still have some weakness. So it will be needed to do cycle 2. This cycle also consist of four phase like cycle 1: planning, action, observation, and reflection.

a. Planning

Planning is arrangement for doing something. In planning, it is considered everything that is related to the action that will be done and it is prepared everything that needed in teaching and learning process. Any activities were doing in planning they are:

1. The lesson plan.
2. The materials for teaching listening.
3. The instrument for collecting data such observation sheet and interview sheet.
4. Preparing the facilities and media that will be used while doing teaching.
5. Preparing the assignment needed for students.

b. Action

Action means the process of activity that was done. Action is the implementation of planning. On the other hand, action is guided by planning that has been made formerly. There are some activities in action, they are:

1. Giving opportunity to the students for listening to the sound resource (podcast).
2. Repeating the podcast and ask the students to listen carefully.
3. Ordering the students for fill the missing words test on the text.
4. Asking the students to tell about the point of the story what they heard.

c. Observation

Observation is aimed at finding out the information that is used to be evaluated and was the basic reflection. Therefore, doing the observation should be done carefully. Observation was conducted by observing the listening learning process during the treatment in order to know the effectiveness of the podcast as

learning media in listening and also whether the media being applied was able to improve the students' ability in listening skill.

d. Reflection

In this step, the researcher takes general evaluation to know whether the students get progress in score based on the observation and documentation. It is expected that the students to get the better listening.

3.6 Research Instrument

The selection and construction of appropriate, valid, and reliable research instrument very essential step of scientific investigation. This is due to the fact that merely the qualified instrument could result in the valid and reliable required data of the study being carried out. There are numbers of research instrument that usually used by the writer in conducting a research, here the researcher used: test (pre-test & post-test), interview sheet, observation sheet, and documentation.

1. Test

a. Pre-Test

Pre-test will be conducted at the first before doing action of the research. Pre-test will be applied to measure and evaluate the students' basic ability in listening skill which the questions that consisted of twenty missing word. Missing word is the one of way to give the students about exercise to know their knowledge and competence, especially their ability in listening skill. Here the researcher used podcasts as media, without inform the knowledge of podcast to the students. After finding out the result, the researcher can decide and plan whether the students' need to give more action or not.

b. Post-Test

Post-test will be administered at the end of session. Post-test will be conducted in order to know and measure the progressing of students' listening skill after podcasts as learning media that carried out. Researcher will give a folklore told about the lion and the rabbit. Students will be listened to the folklore then researcher gives post test about what they heard. The test consisted of twenty missing word. After know the result of the post-test and how far the improvement of the students' listening skill, then the writer could decided whether needed to conduct the next cycle of not.

2. Interview Sheet

The researcher will use the close interview which the questions that have been detailed by researcher to know the students' difficulties in teaching English especially in improving students' ability in listening skill. The question also will be prepared to acquire some information related to their problems and motivation in learning English. It will be conducted for the teacher and several students as a sample.

3. Observation Sheet

The researcher observes the objects by watching teaching-learning process in the classroom. The comment based on what the researcher has seen and it will be written in the observation sheet.

4. Documentation

Documentation is a proof of the researcher while doing a research in a school. The researcher collected some photos during teaching-learning process.

3.7 Technique of Data Analysis

The data will be collected in the form of qualitative and quantitative data. The quantitative data refers to the empirical research which data in the numbers form whereas the qualitative data describes the condition, situation, and response of the students during teaching learning process. In this research, the researcher used qualitative data (experience-based) and quantitative data (number based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher and several students. On the other side, the quantitative data uses pre-test and post-test.

The quantitative data will be analyzed by computing the score of listening test. The data will be collected from pre-test and post-test. The data calculated through means that consisted of the average score of students' ability in listening tests. The sums of total score were divided by the number of the students.

The mean of the students' score for each cycle that obtained using the application of the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = means of the students' score

$\sum X$ = total score of the students

N = the number of the students

Next category the number of the students who has competent in listening, the application of formula:

$$P = \frac{R}{T} \times 100\%$$

Notes:

P = the class percentage

R = the total of students who passed the KKM

T = the total number of the students

While the qualitative data that analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in interview transcript.

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented. The data display in this study will be found in observation.

3. Conclusion Drawing and Verification

The last step of analysis will draw the conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows, and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in

the form description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

3.8 Trustworthiness

There are four indicators that established to check the validity of data in qualitative research. Namely: credibility, transferability, dependability, and confirmability.³⁸

1. Credibility is qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the research itself. In credibility, the researcher chooses triangulation. It will be accomplished by asking the same research question of different study participants and by collecting data from different sources and by using different methods to answer of those research questions. The researcher limits on methodological triangulation. It will be accomplished by checking the data on the same source with different techniques.
2. Transferability is a trustworthiness concept that can be seen as external validity. In transferability, the researcher chooses can be applied in other situation. It will be accomplished by the researcher in making the report that have to provide detail, clear, systematic, and reliable description.
3. Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability was the extent to which a variable or a set of variables that consist with that supposed to measure when repeated multiple of times. In dependability, the researcher focuses to audit dependability. It will be accomplished by auditing the entire researcher's

³⁸Tohirin.2013. *Metode Penelitian Kualitatif Pendidikan dan Bimbingan Konseling*. Jakarta: PT. Raja Grafindo Persada, p. 100.

activities in conducting the research. How the researcher determines the data source, conduct the data analysis, and make the conclusion.

4. Confirmability refers to the degree to which the results could be confirmed or collaborated by others. The researcher focuses to audit confirmability. It will be accomplished by testing the result of the result of the research associated with the process in conducting the research.

Here the researcher chooses the credibility that qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in research itself. In credibility, the researcher chooses triangulation. It will be accomplished by asking the same research question of different study participants and by collecting data from different sources and by using different methods to answer of that research question. The researcher limits on methodological triangulation. It will be accomplished by checking the data.

CHAPTER IV

FINDINGS AND DISSCUSIONS

4.1 The Data

The data in this research were taken from listening test, interview, observation sheet, and documentation. The main focus in this research was actions which were done in two cycles. Every cycle had four phases covered planning, action, observation, and reflection.

This research was done only to one class: the class was chosen is VIII-6 which consisted of 40 students. There are two students absent during the writer conducting the research from the first research until the last meeting.

4.2 The Quantitative Data

The quantitative data were taken from the result of listening test which consist of 20 missing words. The test was relevant with the topic which has been discussed of each cycle in the classroom. The listening test was carried out in two cycles, the researcher conducted four meetings. The listening test was given to the students at the end of each cycle. The result of students' score can be seen in this following table.

Table 4.1.

The Students' Score In the Three Listening Test

No.	Initial Students' Name	Score in Pre- Test	Score in Post- Test 1	Score in Post- Test 2
1.	AA	7,5	7,0	6,5
2.	ANS	3,0	6,0	-

3.	ASP	0,5	4,0	6,0
4.	AP	2,5	4,5	8,0
5.	CS	6,5	8,5	9,5
6.	DEDP	5,0	6,0	8,0
7.	DAJ	8,5	5,5	8,0
8.	DM	2,0	3,0	6,5
9.	DSP	5,5	8,5	8,5
10.	DNI	5,0	8,0	8,0
11.	FAZ	8,0	7,0	7,5
12.	FSCR	8,5	10,0	10,0
13.	HW	-	-	9,0
14.	II	8,5	10,0	10,0
15.	ISG	8,5	9,0	6,5
16.	IS	7,0	8,0	8,0
17.	LLA	1,5	7,0	6,5
18.	MNAF	6,0	5,5	8,0
19.	MRPJ	1,0	2,5	5,0
20.	MIF	2,0	6,5	8,0
21.	MIS	4,5	6,0	9,0

22.	MIA	1,0	4,5	5,5
23.	MK	2,5	5,5	6,0
24.	NSA	5,0	8,5	9,5
25.	NSI	7,0	5,0	6,0
26.	NN	5,0	8,0	8,5
27.	NR	4,5	7,0	7,5
28.	NAD	3,5	6,0	7,0
29.	PAA	2,5	3,0	6,0
30.	PP	0,5	0	3,0
31.	PNUK	4,0	5,5	6,5
32.	RR	4,0	5,5	7,5
33.	RG	4,0	4,0	5,5
34.	RHG	2,0	2,5	3,0
35.	SG	-	-	-
36.	SAM	3,5	4,5	7,5
37.	S	2,5	4,0	7,0
38.	SAR	2,0	7,0	6,5
39.	SY	6,0	6,0	8,5
40.	TJ	2,0	3,5	3,0

	Total (X)	163	222,5	270,5
	Mean X	4,29	5,86	7,12

The increase in the students' score in listening through English Podcasts also can be seen from the mean of the students' score in the first listening test (pre-test) until the third listening test (post-test 2). The mean in the third listening test was the highest among the other test.

The students' score in those three tests were varied. In the first test, the lowest score was 0,5 and the highest one was 8,5. In the second test, the lowest score was 0,0 and the highest one was 10,0. In the third test, the lowest score was 3,0 and the highest one was 10,0. The comparison of the students' score in the listening tests can be seen in the table 4.2.

Table 4.2

The Comparison of the Students' Score in the Three Listening Test

Names of Test	Test I	Test II	Test III
Lowest Test	0,5	0	3,0
Highest Test	8,5	10,0	10,0
\bar{x}	4,29	5,86	7,12
N	38	38	38

Where: \bar{x} = Mean

N = Number of the students

It can be conclude that the students' listening by using English Podcasts has increased from 4,29 to 7,12. The students were said master the lesson if they got score over 8,0. The percentage of the students who got 8,0 above, also showed the improvement. It can be seen from students' score in the first meeting to the last meeting.

The students' listening scores kept improving from the orientation test until the test of cycle II as have been described in table 4.1. The students' score in cycle I test were higher than that in orientation test. Then the students' score in cycle II test were higher than in cycle I test.

The students were said to master the lesson if they got a score 8,0 or higher. The percentage of students who got the point up to 8,0 also showed the improvement of students' score from the first meeting to the last meeting. It can be seen in table 4.3.

Table 4.3

The Percentage of Students Who Got Score Over 8,0

Listening Test	Percentage
First test (pre-test)	13%
Second test (post-test 1)	23%
Third test (post-test 2)	42%

In the first listening test there was 13% (5 students) who got points of over 8,0. In the second listening test there was 23% (9 students) who got points over 8,0. In the third listening

test there was 42% (16 students) got points over 8,0. There was increasing students' score who got over 8,0 from the first test to the last test that have done.

4.3 The Qualitative Data

The qualitative data were taken from observation sheet, interview sheet, and documentation. Those are gained within two cycles.

4.3.1 Observation

The observation was conducted to observe the activity of teacher and students during the learning process, include the students' behavior, and all activities during the learning process. Such as "students come on time. When the teacher teaches, the students pay attention to the teacher's explanation, and active in joining the learning process." Thus, the result of observation was collected as the data, which was used as a basic reflection. Observation done twice by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively (it can be seen at appendix V).

4.3.2 Interview

There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher. In the first session, they were interviewed about their problems in listening. While the second sessions, they were interviewed about their respond or comments about the implementation of English Podcasts.

This statement can be proved by the teacher's opinion about the lack of students' interest in studying English, but several of students have good interest in studying English because they also follow the course. The next is students' achievement in listening is less, and the last is the lack of facilities for English learning such as there is no language lab.

Based on the interview result, the students have limited words to know what speaker said in the text. They are still feel difficult to know the meaning of the text, not able to understand what speaker said by their own speed as native speakers. The students' interest in studying English is still low.

Based on the students' result above, the researcher want to improve students' achievement in listening by using English Podcasts, the teacher also made the situation in learning is comfortable, friendly, enjoy, relax, and easy to accept every information that they got (it can be seen at appendix III and IV).

4.3.3 Documentation

As a qualitative research, the researcher had to take the documentation of the research. The teacher collected some photos during teaching learning process.

4.4 Findings

After the researcher did the research, there are some findings that will describe in every cycle:

4.4.1 Cycle 1

1. Planning

Planning was the first step in the classroom action research. Planning had been flexible because it depends on circumstance in that school. After identification of the problem, the writer as the teacher has planned everything needed in order to solve the students' problem faced. In this case, the English teacher as a collaborator gave some corrections to the researcher such as, in lesson plan on material that has given to the students is the text too long its depends on students' ability. In the material also, there are many difficult words that can make students getting bored quickly.

2. Action

Teacher explained about listening to students and what the effect of English for their lives. The researcher as the teacher introduced the topic to the students. The teacher did brainstorming about the topic which had been discussed. While the brainstorming, the teacher made some conversation to the students about what kind of the fairy tale that they like.

After brainstorming, teacher will continue the study. Before the teacher turn on the podcasts, teacher will read the text loudly to the students. Then, the students listen to the teacher, after the teacher read the text, next the podcast is turn on. After applying the podcast as learning media in listening, teacher gave the transcript of fairy tale to the students. Teacher also gives some vocabularies to the students that hoped can help the students to understand the text.

In this case, English teacher gave the suggestions about the delivering of English podcasts in learning process. Actually for the English teacher, the researcher gave the material by using English podcasts is systematic. But, the

activity it took the time too long (firstly, the researcher read the text loudly, secondly turned on the podcasts, and the last given the transcript of fairy tale). Here the researcher also doesn't make the students sure in understanding about her explanation. The researcher only focuses in giving explanation without caring about the students' understanding. It can be seen by the researcher's language in giving the explanation, the researcher mixed the Indonesian and English language only in students' difficult words.

3. Observation

The observation was done to observe the students' behavior and what the students' problem during the teaching learning process. The students getting bored when the researcher delivered the material, it caused the researcher took the time too long. The researcher also used the monotone activity in learning process.

4. Reflection

There are many corrections that given by English teacher as collaborator. As in planning the material is too long, and also too many unfamiliar words for the students. In the action, the researcher took the time too long in giving the material. And also in explanation, the researcher didn't master the classroom yet, the researcher only focused with her explanation without caring the students' understanding at all.

Here the researcher and collaborator exchanged the ideas that will be applied in the next cycle, to solve some corrections in cycle 1 that has done by the researcher. Such as in planning, make the text of material shorter in cycle 2 than cycle 1, minimized unfamiliar words in cycle 2. In action, managed the

time in giving the material, gave the transcripts to the students before the researcher read the text manually and turning on the podcasts. Then, the collaborator suggested that the researcher has to master the classroom well, such as, the students' understanding by mixing the languages (English and Indonesian) to make sure the students' understanding, it aimed to achieve the purposes of using podcasts in improving students' ability in listening skill.

4.4.2 Cycle 2

After doing cycle 1, it was found that the English Podcasts was a good way in teaching listening. It was supported by the result that showed the good score of the students. Therefore, in the cycle 1, several criterions had been not achieved, because the students did not focus to hear the fairy tale.

The researcher also repaired the material in lesson plan, and some corrections that has mentioned by English teacher to the researcher.

In this cycle, teacher gave the students more motivation and also exploration about listening. It was expected that the cycle 2 of action research would get better than the cycle 1, the action research steps were:

1. Planning

In this cycle, researcher prepared the lesson plan and emphasized the process of teaching learning students' listening. The topic of the study which discussed in cycle 2 was about "the Little Red Chicken". In this cycle the researcher planned to change the session. The researcher made the new story of fairy tale to make them accustomed by English language that would make them easy to understand. Here the researcher made the text shorter than the material in the cycle 1, and also the researcher minimized the unfamiliar words

for the students. In planning of this research, the researcher had been prepared:

- 1) A new story the title was “the Little Red Chicken”,
- 2) An exercise about the story and
- 3) Listening test that consisted of 20 missing words.

2. Action

After being revised, the teacher began taught listening by using English Podcasts and gave the brainstorming. The researcher as the teacher introduced the topic to the students. The teacher did brainstorming about the topic which had been discussed. While the brainstorming, the teacher made some conversation to the students about what kind of the fairy tale that they like.

Before entering to the material, the researcher gave some games for makes the students enjoyed and active in the class. And the researcher gave motivation to the students to support them to be better in listening. The researcher had implemented English Podcasts as media in listening learning process by the revised some corrections that given by collaborator. In giving the material from podcasts the researcher did the revise, before the researcher begin to read the text loudly and podcasts turning on, the researcher gave the transcript of the fairy tale text to the students. Here the researcher read the text twice by manually and turning on the podcasts three times.

In the explanation, the teacher used two languages or mixed the Indonesian and English language to make it sure the students’ understanding. After explanation the material, the researcher asked the students about their understanding of the text. Firstly, the teacher ordered the students to raise their hand for the one who want to explanation based on their understanding. Then,

the researcher chooses the student to explanation the material based on their understanding by using their own language.

And after those all above, the researcher gave some vocabularies to make them remember and easier in understanding the material, and also the students can repeat the material in the home by themselves.

3. Observation

In cycle 2, the observation indicated that most of the students more active and enthusiastic in cycle 2. It caused the researcher did the revise adapted with collaborator's suggestions.

4. Reflection

In this step, there was feedback of the learning process taken from the result of observation, documentation, and data analysis of cycle 2. From the interview with the students after the implementation of English Podcasts, the students said that they more interest in listening by using English Podcasts. This statement was supported by their score or progress in the test. Every meeting their ability was increased, their interest and enthusiastic also increased. From some documentation, it was found that the students were serious during the learning process. All data about the use of English Podcasts had been discussed. It was concluded that the cycle could be stopped, because the students could understand and increase their interest and achievement in listening.

So that, the researcher's finding in the research of using the podcasts in listening skill at VIII-6 grade of MTsN Kabanjahe is the use of English podcasts can

be an effective media in learning process to improve students' ability in listening skill by the steps below:

1. Before going to the material, teacher has to give the brainstorming to stimulate the students.
2. Make the little game to the students to wake their spirits and also they enjoy the lesson.
3. Before the teacher read the text manually or loudly, teacher gives the transcripts of the text to make the students focus on the material.
4. After the teacher read the text manually, teacher turned on the podcasts at less twice.
5. Teacher explanation about the material by using two languages or mixing two languages (Indonesian and English language).
6. Ask the students' understanding about the text. Order them to explain the text based on their understanding by using their own languages, it never mind when they used many Indonesian language, because the researcher did the research in junior high school.
7. Giving the vocabularies to the students, to add their vocabularies, make them easier in understanding the text and also make them easier to repeat the lesson in the home.

4.5 Discussion

Based on researcher's finding in the research of using the podcasts in listening skill at VIII-6 grade of MTsN Kabanjahe is the use of English podcasts can be an effective media in learning process to improve students' ability in listening skill, it implies that the use of English podcasts could improve the students' listening and also help the teacher to teach listening by the steps below:

1. Before going to the material, teacher has to give the brainstorming to stimulate the students.
2. Make the little game to the students to wake their spirits and also they enjoy the lesson.
3. Before the teacher read the text manually or loudly, teacher gives the transcripts of the text to make the students focus on the material.
4. After the teacher read the text manually, teacher turned on the podcasts at less twice.
5. Teacher explanation about the material by using two languages or mixing two languages (Indonesian and English language).
6. Ask the students' understanding about the text. Order them to explain the text based on their understanding by using their own languages, it never mind when they used many Indonesian language, because the researcher did the research in junior high school.
7. Giving the vocabularies to the students, to add their vocabularies, make them easier in understanding the text and also make them easier to repeat the lesson in the home.

English podcasts were applied to enlarge the students' listening. English podcasts were one of many media that could make the students easier in learning English especially in listening.

This improvement not only happened in the mean of students' score but also the expression, interest, enthusiastic, and excitement of students showed that there was

improvement. Most of the students were more active and enthusiast during teaching-learning process.

The other researchers also have done some research by using podcasts as learning media and the result was the use of podcasts can be the effective media in learning process.

At this point, media podcast seems very useful to increase the students' listening achievement. This increasing is consistence with the other researcher about "Improving the Listening Achievement of the Third Semester Students of the English Department of State University of Malang through the Extensive Listening Activity Using Podcasts".³⁹ Podcasts can be viewed or listened using portable digital media players. Currently being used in academia to practice foreign languages, record theater scripts, and tape lectures. By this way, students can always close to the listening source that can help them in increasing their skill and enhancing their listening habit.

Based on the other researchers, in instructional process for students at level of SMA, media podcasts is better to use.⁴⁰ Podcasts is better to use as media in listening learning process because it is easy to understand, attractive, and it is very useful to practice, and sharpen the students' listening skill, so that at the end of instructional process it will help the students to enhance their listening achievement.

Moreover, the results of the study of other researcher about "The Effects of Using Podcasts on Listening Comprehension among Iranian Pre-Intermediate EFL Learners".⁴¹ The

³⁹ Widiastuti, Oktavia. 2011. *Improving the Listening Achievement of the Third Semester Students of the English Department of State University of Malang through the Extensive Listening Activity Using Podcasts*. Thesis: Malang, Graduate Program in English Language Education, State University of Malang.

⁴⁰ Bayu, Juni Saputra & Marzuki. 2013. "The Comparison of Listening Achievement Using Media Podcast With Media Audio-Visual at Different Listening Habit at the Students of SMA Catur Sakti". Vol.2. No.1, April 2013.

⁴¹ Namaziandost, Islam, Ghassem Bohloulzadeh & Rezvan Rahmatollahi. 2017. "The Effects of Using Podcasts on Listening Comprehension among Iranian Pre-Intermediate EFL Learners". International Journal of Applied Linguistics & English Literature. Vol. 6. No. 6, November 2017.

use of the podcasts with applying some actions was successful in improving the students' listening skill. That finding could be inferred from the observations of the teaching and learning process. Besides, it was also supported by result of the pre-test and post-test of the students' listening skill. After collecting and analyzing the data, the results indicated that performance of the control and experimental groups in the listening pre-test was almost same. However, the result obtained from their post-test showed the experimental groups outperformed than the control groups. It means that the experimental group who received the instruction through using podcasts, performed better in the post-test in comparison to the control group. It is concluded that using podcast had positive effects on Iranian EFL learners' listening comprehension. For instant, the implementation of listening by podcasts was generally successful in improving the teaching of English listening skill practices and students' involvement. Most of the students were actively engaged in the activities. Based on the researcher's observations, those indicated that they were enthusiastic in the activities.

Here the other research that support the effectiveness of using English podcasts as listening learning media by Amiruddin Latif,⁴² he found that the effect of using podcast as learning media as below:

1. The podcast as learning media for listening is application for listening that not only hearing the sound but has menu display. Thus, the podcast made the students attracted and useful for them. The media can help the teachers teach in the listening class and drill the students' listening skill. Therefore, the students can understand and memorize many vocabularies from podcast as learning media.

⁴² Latif, Amiruddin. 2015. "Developing Podcast of English Song as Media for ELT Listening". *Premise Journal*. Vol. 4, No. 2, October 2015.

2. The podcast as learning media makes the students happy, enjoyable, enthusiastic, and attracted in listening and the podcast can be applied at the senior high school.
3. The podcast as learning media is developed by researcher with four levels and have different songs and instruction in each level. Therefore, the podcast as learning media makes the students are not bored with listening process. In addition, this media is very challenging the students to try all of the levels in podcast. It is developed by researcher with user manual. Therefore, the students and the teachers are easy in using the podcast as learning media in the class.

Moreover, the results of the studies are compatible with Khedidja Kaouther and Mechraoui,⁴³ who contrasted between listening with podcasts and the conventional classroom listening strategy and the impact these two modes have on coincidental vocabulary procurement. To the point, a prôt-test and post-test exploratory outline was embraced. The participants were 34 Thai Nursing students at the pre-intermediate level enrolled at the Self-Development Summer Program offered by the Centre of Foundation Studies, at the International Islamic University, Malaysia. The learners were assigned randomly to the podcast listening (experimental) and traditional classroom listening method (control) groups. The data obtained was analyzed using SPSS, and it revealed that both the experimental group demonstrated higher progress in comparison to the traditional classroom listening method group.

Finally, from the research that have been done by the researcher and several journal above, the use of English Podcasts can be an effective media in listening learning process.

⁴³ Kaouther, Khedidja & Mechraoui R. 2015. *"The Effect of Listening to Podcasts on Incidental Vocabulary Acquisition"*. International Journal of Humanities and Management Sciences. Vol. 3. No. 1, July 2011.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and the suggestions. The detailed explanation of each point is presented below.

5.1 Conclusions

Here the researcher got the conclusions:

1. The use of English podcasts can improved students' ability in listening skill by adapting the material with the students' need, interest, etc. It can be started also from the low level to the higher. The teacher can make the listening learning process more interest by applying the music or video. Because, in English podcasts there are many variant that can be used as learning media.
2. Based on researcher' finding, the use of English podcasts can be effective learning media to improve students' ability in listening skill. It can be seen there was increasing from the data. In the first cycle there were many corrections given by collaborator (English teacher) to the researcher. And in cycle 2, the researcher did the research based on the corrections that have been revised and also based on collaborator's suggestions. The result at the end of cycle 2 was satisfied, the students' ability in listening skill was improved by using podcast as learning media in listening at VIII-6 grade of MTsN Kabanjahe. And also the students' interest and enthusiastic were increased.

5.2 Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher, and other researcher.

1. To English Teacher

The English teacher can use the podcast as media in listening learning process. Because based on the result of the research, the use of English podcast as learning media in listening skill can improve the students' ability in listening skill. It also can support the teaching-learning process so that the students will be more interested in learning English. Besides, it is necessary for the English teacher to implement various kinds of media in learning English.

2. To the Other Researcher

This study is mainly intended to describe how podcasts were implemented to improve the listening skill of VIII-6 class, students of MTsN Kabanjahe. The other researchers may follow this study in different contexts in order to find more actions to improve the students' listening skill. This study may be used as one of the resources before the researchers do an action research related to the improving students' listening skill.

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APPENDICES

APPENDIX I

LESSON PLAN

(FIRST CYCLE)

School : MTsN Kabanjahe

Subject : English

Aspect : Listening

Class/semester : VIII / II

Academic Year : 2017/2018

Time Allocation : 2 x 40 minutes

A. Standard Competency

Understand the meaning of the conventional expression for transactional and interpersonal as simple dialogue text, and learning material on the podcasts.

B. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context day.
2. Expresses the moral in podcasts material using the variety of oral language in different contexts daily life-days.

C. Indicator

1. Listening to certain information from the podcast material (The Best Prince).
2. Identify specific information from the podcast (audio) of The Best Prince.

3. Complete the missing words on the sheet of exercises to complement the content of podcast (audio) of The Best Prince.

D. Learning Purpose

After learning this lesson, the students are able:

1. Students can find the information from the podcast (audio) of The Best Prince.
2. Students can identify specific information from the podcast (audio) of The Best Prince.
3. Students can complete the words on a sheet of exercises to complete the content of the text of The Best Prince.

E. Character of Students Expected

1. Discipline.
2. Respect.
3. Diligence.
4. Responsibility.
5. Carefulness.

F. Lesson Source

1. Dictionary.
2. Podcasts English (audio).

G. Media

Loudspeaker, smart phone (teacher belong), and script listening.

H. Learning Strategy

Memorizing, and focusing to the sound resource.

I. Material

Fairy Tale

Listen to the speaker carefully!

The Best Prince

King Minos was very sick. His condition was getting worse. He had three sons. He loved them all. He had to announce who would become king.

Two of the princes stood waiting outside the king's room. Theseus was the oldest and strongest. He thought his father would make him king. Pelias, the second son, thought differently. He was an expert with weapons. He thought the king would choose him.

"When I'm king," Theseus told Pelias, "I'll let you contribute to the defense of our country. You can lead the army."

Pelias became angry. "Father knows I'm famous for my sword skills. He'll make me king."

"You?" Theseus yelled. "He won't choose you!"

"The kingdom is mine!" Pelias claimed. "Father will give it to me- or I'll use force to take it!"

Theseus made a sudden move to take out his sword. Then Pelias did the same.

"Beating me will be a challenge," Theseus said. "Fight me now. The winner gets the kingdom!" Pelias agreed.

King Minos could hear his sons fighting. The youngest son, Jason, stood beside him. He sensed his father's sadness. The king laid his hand flat on Jason's arm.

"Your brothers fight too much," the king told him. "I must protect my kingdom from all harm. They'll divide it between them. The people won't know what to do. There'll be war. I can't allow either of them to be king. Therefore, I'm making

you king. Your kindness has always made you special. It's the difference between you and your brothers. You can bring peace. They can't."

Then the king died. Theseus and Pelias heard that their youngest brother was king. They were surprised. They realized that their fighting was wrong. It had kept them from saying goodbye to their father. They agreed to have Jason as their king. He was the best choice.

J. Learning Media

1. Discussion.
2. Assignment.

K. Teaching and Learning Activity

Opening Activity

Apperception

1. Praying.
2. Checking an attendance list.
3. Drawing up the students' learning.

Core Activity

Exploration

1. The teacher gives the story text to the students.
2. The teacher prepares a suitable podcast English (audio) based on students' ability.
3. The teacher gives the explanation about podcast English as media and the opportunity to the students to listen and understand it.

Elaboration

1. The teacher read the story text before playing the podcast.
2. The teacher gives the opportunity to the students to listen to the podcast English.
3. The teacher asks about the difficult words.

4. The teacher gives some Vocabularies.
5. The teacher asks to the students about the story.
6. The teacher asks about the students' understanding of the story.
7. The teacher orders the students to fill the missing words test on the text.

Confirmation

- By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension; and also their soft skill such as; active, creative.

Closing Activity

1. Review again the material learned.
2. Ask the students about their experiences of podcasts as media in their learning activity.
3. Close the meeting.

L. Assessment

Form : Missing words.

Technique : Students will be assigned to answer the text related to the sound resource.

Aspect : Listening skill.

Instructional scoring

1. The questions are 20 questions.
2. The correct answer gets 5 points.
3. Totally maximal score is 100 points.
4. Pattern of scoring.

$$\text{Students' score} = \frac{\text{The correct answers}}{\text{The amount of questions}} \times 100$$

5. The explanation of scoring.

No	Explanation	Score
1	Each of correct answer	0,5
2	False answer	0
3	No answering	0

Kabanjahe, of May 2018

Be cognizant of

Principal

English Teacher

Researcher

Drs. Ahmad Joni**Nur Khadijah Br Manik, S. PdI****Nursyahdiyah****NIP.196801261995031001****NIP.****NIM.34141010**

APPENDIX II

LESSON PLAN
(SECOND CYCLE)

School	: MTsN Kabanjahe
Subject	: English
Aspect	: Listening
Class/semester	: VIII / II
Academic Year	: 2017/2018
Time Allocation	: 2 x 40 minutes

A. Standard Competency

Understand the meaning of the conventional expression for transactional and interpersonal as simple dialogue text, and learning material on the podcasts.

B. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context day.
2. Expresses the moral in podcasts material using the variety of oral language in different contexts daily life-days.

C. Indicator

1. Listening to certain information from the podcast material (The Lion and the Rabbit).

2. Identify specific information from the podcast (audio) of The Lion and the Rabbit.
3. Complete the missing words on the sheet of exercises to complement the content of podcast (audio) of the Lion and the Rabbit.

D. Learning Purpose

After learning this lesson, the students are able:

1. Students can find the information from the podcast (audio) of The Lion and the Rabbit.
2. Students can identify specific information from the podcast (audio) of the Lion and the Rabbit.
3. Students can complete the words on a sheet of exercises to complete the content of the text of The Lion and the Rabbit.

E. Character of Students Expected

1. Discipline.
2. Respect.
3. Diligence.
4. Responsibility.
5. Carefulness.

F. Lesson Source

1. Dictionary.
2. Podcasts English (audio).

G. Media

Loudspeaker, smart phone (teacher belong), and script listening.

H. Learning Strategy

Memorizing, and focusing to the sound resource.

I. Material

- Fairy Tale

Listen to the speaker carefully!

The Little red Chicken

A little red chicken had store in a small town. She sold many different items to people in the town. The people loved her products.

One day, a cat came to her property. He saw the sign that indicated where the chicken's store was located. He wanted to purchase bread, but the chicken's store was almost empty. She had only a bag of wheat.

"You can use wheat to make bread," the chicken said.

"No, I don't want to work," the cat said.

"I just want to buy bread." The cat became angry and left the store.

Later, the little red chicken saw the cat in a crowd.

"I will help you make the bread." She said.

But the cat treated her badly. He did not even communicate with her. He did not want to do any work.

So the chicken decided to make the bread. She selected the exact amount of wheat to make fresh bread. She used a stone to pound the wheat to get it ready. Soon, her bread was ready.

The cat came and saw the bread on a dish.

"Give me some of your bread," he said.

"No," said the little red chicken. "You did not help me make the bread. So you shall not have any to eat."

The cat argued with the chicken. He tried to offer a price for it.

But the little red chicken did not want to sell her bread.

“Don’t depend on others to do work for you,” said the little red chicken.

“Then how will I get bread?” the cat asked.

“I recommend doing some work,” said the little red chicken. “Use a tool to plant your own wheat. When it grows big, you can gather it and make your own bread. You need to learn to do work for what you want.”

J. Learning Media

1. Discussion.
2. Assignment.

K. Teaching and Learning Activity

Opening Activity

Apperception

1. Praying.
2. Checking an attendance list.
3. Drawing up the students’ learning.

Core Activity

Exploration

1. The teacher gives the story text to the students.
2. The teacher prepares a suitable podcast English (audio) based on students’ ability.
3. The teacher gives the explanation about podcast English as media and the opportunity to the students to listen and understand it.

Elaboration

1. The teacher read the story text before playing the podcast.

2. The teacher gives the opportunity to the students to listen to the podcast English.
3. The teacher asks about the difficult words.
4. The teacher asks to the students about the story.
5. The teacher asks about the students' understanding of the story.
6. The teacher orders the students to fill the missing words test on the text.

Confirmation

- By doing these activities, it is hoped the students can improve their skill in listening skill and their comprehension; and also their soft skill such as; active, creative.

Closing Activity

1. Review again the material learned.
2. Ask the students about their experiences of podcasts as media in their learning activity.
3. Close the meeting.

L. Assessment

Form : Missing words.

Technique : Students will be assigned to answer the text related to the sound resource.

Aspect : Listening skill.

Instructional scoring

1. The questions are 20 questions.
2. The correct answer gets 5 points.
3. Totally maximal score is 100 points.
4. Pattern of scoring.

$$\text{Students' score} = \frac{\text{The correct answers}}{\text{The amount of questions}} \times 100$$

5. The explanation of scoring.

No	Explanation	Score
1	Each of correct answer	5
2	False answer	0
3	No answering	0

Kabanjahe, of May 2018

Be cognizant of

Principal

English Teacher

Researcher

Drs. Ahmad Joni**Nur Khadijah Br Manik, S. PdI****Nursyahdiyah****NIP.196801261995031001****NIP.****NIM. 34141010**

APPENDIX III

The Questions*Pre-test and Post-test 1***The Spider and the Bird**

There was once a (1)... big spider. If a bug got into his web, he would examine (2).... However, (3)... didn't eat the bug right away. He asked the bug a question first. It was (4)... quite a difficult puzzle. If the bug's answer was correct, he let it (5).... If not, he ate it.

(6)... day, a small bird (7)... a journey flew into the spider's web. The spider couldn't imagine eating a bird. It was so (8)...! But his hunger was too great. He said to the bird, "(9)... you cannot give me a specific answer, I will eat you."

The bird laughed. "I could eat you!" (10)... the bird was actually scared. She had used all her energy trying to get out of the web. And a spider's bite can be very effective in killing animals.

"(11)... don't eat me," the bird said. "I would rather make a deal with you."
 "(12)..." the spider said. "If your answer is right, I will let you go. If not, you must give me a gift. It must be something of great value."

The bird said, "You can pick anything you want to eat. I will find it for (13)...." The spider agreed.

"Where (14)... you take a trip to the coast, the desert, and the mountains at the same time?" the spider asked.

The bird asked, “Does (15)... place have earthquakes?” but the (16)... did not say anything. “I can see those places when I fly. Is the ‘sky’ the right answer?”

“(17)...!” said the spider. “The answer is Hawaii! Now you must find some bugs for me.”

The spider climbed on the bird’s back. They flew and ate bugs together. (18)... took a tour of the forest. Then the (19)... took the spider home. From that day on, they were friends. And they never tried to eat each other (20)....

Key Answers of Pre-Test and Post-Test 1

- | | |
|-----------|------------|
| 1. Very | 11. Please |
| 2. It | 12. OK |
| 3. He | 13. You |
| 4. Always | 14. Can |
| 5. Go | 15. This |
| 6. One | 16. Spider |
| 7. On | 17. False |
| 8. Big | 18. They |
| 9. If | 19. Bird |
| 10. But | 20. Again |

Listen to the speaker carefully!

The Lion and the Rabbit

A cruel (1)... lived in the forest. Every day, he killed and ate a lot of animals. The other animals were afraid the lion would kill them (2)....

The (3)... told the lion, "Let's make a (4).... If you promise to eat only one animal each day, then (5)... of us will come to you every (6).... Then you don't have to hunt and kill us."

The plan sounded well thought-out to the lion, so he agreed, (7)... he also said, "If you don't come every day, I promise to kill all of you the next day!"

Each (8)... after that, one animal went to the lion so that the lion could eat it. Then, all the other animals were safe.

Finally, it was the rabbit's turn to (9)... to the lion. The (10)... went very slowly that day, so the lion was angry when the rabbit finally arrived.

The lion angrily asked the rabbit, "Why are you (11)...?"

"(12)... was hiding from another lion in the forest. (13)... lion said he was the king, so I was afraid."

The lion told the rabbit, "I am the only (14)... here! Take me to that other lion, and I will kill him."

The rabbit replied, "I will be (15)... to show you where he lives." The rabbit led the lion to an old well in the middle of the forest. The well was very deep with (16)... at the bottom. The (17)... told the lion, "Look in there. The lion lives at the bottom."

When the lion looked in the well, (18)... could see his own face in the water. He thought that was the other lion. Without waiting another moment, the lion jumped into the well to attack the other lion. He never came out.

(19)... of the other animal in the forest were very pleased with the rabbit's (20)... trick.

Key Answers of Post-Test 2:

- | | |
|------------|------------|
| 1. Lion | 11. Late |
| 2. All | 12. I |
| 3. Animals | 13. That |
| 4. Deal | 14. King |
| 5. One | 15. Happy |
| 6. Day | 16. Water |
| 7. But | 17. Rabbit |
| 8. Day | 18. He |
| 9. Go | 19. All |
| 10. Rabbit | 20. Clever |

APPENDIX IV

Interview to the Teacher

1. Why do you like the English subject for teaching?
 - Karena lebih suka bahasa daripada ilmu exact atau hisab seperti, Matematika, Kimia, Fisika, dll.
2. What is your problem in teaching English?
 - Masalahnya karena fasilitas yang kurang memadai, bersyukur sekali jika di sekolah ini ada laboratorium bahasa, atau setidaknya ada ruangan khusus yang di dalamnya tersedia proyektor dan speaker setidaknya. Karena ada banyak materi dari internet yang bisa ditampilkan untuk anak-anak sebagai materi pembelajaran.
3. What is your media in teaching English?
 - Sejauh ini media yang digunakan buku, whiteboard, script dan audio, computer, scrabble, photos, dan proyektor yang sesekali bisa digunakan karena projectornya berada di laboratorium IPA.
4. Are the students like to study English, especially in listening?
 - Bisa dibilang minat siswa biasa saja, tapi dari setiap kelas pastinya ada beberapa siswa yang minatnya luar biasa. Karena selain belajar bahasa inggris di sekolah, juga mengabil les tambahan diluar sekolah, jadi motivasinya dalam belajar lebih dari yang lain.
5. Is there any problem in teaching listening as long as you teach English?
 - Masalah dalam pembelajaran listening yang utama adalah karena kurangnya fasilitas yang mendukung, ribet juga jika tiap ganti jam pelajaran atau kelas bongkar proyektor dan speaker.
6. What media you use in teaching listening?
 - Selain yang sudah disebut pada pertanyaan nomer 3, media yang digunakan untuk pembelajaran listening antara lain handy speaker atau hp untuk memutar

lagu dimana siswa mencoba menterjemahkan dan mengisi kalimat yang dikosongkan dan juga menampilkan pidato dari kakak kelas dimana mereka diminta untuk mengambil kesimpulan dari apa yang disampaikan, dll.

7. What do you think about the learning by using podcasts English?

- Menurut saya podcasts merupakan alat pembelajaran yang bagus dan efektif, menurut saya pribadi, listening adalah hal yang paling penting dari 3 aspek lainnya, dengan sekarang, mendengarkan maka setidaknya siswa bias termotivasi terlebih dahulu. Sama halnya seperti bayi yang baru lahir, si bayi tidak bisa langsung bicara, tapi karena selalu mendengar apa yang ibunya, sll omongkan, maka sibayi mulai bisa berbicara.

8. What do you like of it? Could you tell me the reason?

- Menurut saya podcasts dapat menarik perhatian siswa, meningkatkan motivasi siswa, menambah kosakata siswa, juga meningkatkan kemampuan mendengar dan memahami bahasa inggris. Selain itu, siswa bisa menyerap informasi dan pengetahuan lain dari apa yang di dengar atau dari script yang dilihat/ dibaca.

9. What do you don't like of it? Could you tell me the reason?

- -

APPENDIX V

THE TRANSCRIPT

Interview to the Student

1. Do you like to study English? Give your reason!

- Student 1: Sangat suka, karena bahasa Inggris adalah bahasa yang terkenal dan digunakan dalam bahasa computer.
- Student 2: Ya, karena bahasa Inggris digunakan untuk bahasa Internasional diseluruh dunia.
- Student 3: Tidak, karena tidak tahu artinya.

2. How the teacher teaches you English?

- Student 1: Sangat baik, karena guru kami membuat kami memahami bahasa Inggris.
- Student 2: Sangat baik, karena tidak hanya mempelajari dan juga cara membacanya.
- Student 3: Sangat baik, karena dapat membuat semakin pintar.

3. What is your problem in learning English especially in listening aspect?

- Student 1: Pada saat berbicara dengan orang yang menggunakan bahasa Inggris.
- Student 2: Masalah yang saya rasakan dalam bahasa Inggris terutama dalam pendengaran adalah pengucapannya yang terlalu cepat.
- Student 3: Kecepatan yang bicara dalam pengucapannya.

4. What do you think of listening learning by using English podcasts?

- Student 1: Sangat bagus, karena kita bisa mendengarkan lebih jelas.
- Student 2: Sangat kreatif, karena dapat melatih cara membaca bahasa Inggris.
- Student 3: Sangat bagus, walau sedikit rumit.

5. Do you like it? Why? Give the reason!

- Student 1: Ya, karena dapat mendengarkan dengan lebih baik.

- Student 2: Lumayan, karena saya lebih suka membaca teks.
- Student 3: Lumayan, karena terlalu cepat.

APPENDIX VI

Observation Sheet

Subject : English

Class : VIII-6 MTsN Kabanjahe

1= poor 2=fair 3=good

No	The Aspect of Supervision	Cycle 1			Cycle 2		
		1	2	3	1	2	3
1.	The teacher motivates the students about the importance of listening.		✓				✓
2.	The teacher explains the material to the students.			✓			✓
3.	The teacher gives the explanation about the podcast as learning media.		✓			✓	
4.	The teacher applies the podcast English as media in listening learning process.			✓			✓
5.	The teacher observes the students during teaching and learning process.			✓			✓
6.	The teacher helps the students when they find some problems in learning process.			✓			✓
7.	The teacher conclude the material			✓			✓

	and close the meeting.						
8.	The students pay attention to the teacher's explanation.			✓		✓	
9.	The students are active in asking the question about the material to the teacher.		✓			✓	
10.	The students were enthusiast to do their assignment.			✓			✓
11.	The students were motivated in studying listening by using English podcasts.			✓			✓
12.	The students were participle in teaching learning process.		✓				✓

1. Cycle 1

To know the value of the teacher and students activities in cycle I, it can be calculated by using formula :

$$\text{Score} = \frac{\text{number of score}}{\text{total score}} \times 100 \%$$

$$\text{Score} = \frac{37}{42} \times 100 \%$$

$$= 88 \%$$

Note : Score < 65 % = fair

Score 66% - 80% = good

Score 81 % -100 % = very good

Based on the data above, the teacher and students has done all of activities very good, because the percentage of the teacher and students were 88 %.

2. Cycle 2

To know the value of the teacher and students activities in cycle 2, it can be calculated by using formula :

$$\text{Score} = \frac{\text{number of score}}{\text{total score}} \times 100 \%$$

$$\text{Score} = \frac{38}{42} \times 100 \%$$

$$= 90 \%$$

Note : Score < 65 % = fair

Score 66% - 80% = good

Score 81 % -100 % = very good

Based on the data above, the teacher and students has done all of activities very good, because the percentage of the teacher and students were 90%.

APPENDIX VII

**THE SCHEDULE OF RESEARCH AT MTSN KABANJAHE IN ACADEMIC YEAR
2017/201**

Day / Date	Activities
Saturday, May 05 th 2018	<ul style="list-style-type: none"> • Meet with the principles of MTsN Kabanjahe to ask the permission for doing the research. • Meet the English teacher of VIII-6 grade to talk about the material will be teaching. • Interview the English teacher of VIII-6 grade.
Monday, May 07 th 2018	<ul style="list-style-type: none"> • The first meeting in VIII - 6 grade students of MTsN Kabanjahe. • Give the pre-test to the students at VIII – 6 grade. • Interview the students of VIII - 6 grade (the first meeting).
Friday, May 11 st 2018	<ul style="list-style-type: none"> • The use of English podcasts as learning media in listening learning process. Teacher introduces podcasts as listening

	<p>learning media.</p> <ul style="list-style-type: none"> • Do the activity as planned in lesson plan of cycle 1.
Saturday, May 12 nd 2018	<ul style="list-style-type: none"> • Giving the post-test 1 in the first cycle. • Discuss about the test that have done.
Monday, May 14 th 2018	<ul style="list-style-type: none"> • Do the activity as planned in lesson plan of cycle 2.
Tuesday, May 15 th 2018	<ul style="list-style-type: none"> • Giving the post-test 2 in the second cycle. • Discuss about the test that have done. • Interview the student about the use of English podcasts as listening learning media.
Saturday, May 19 th 2018	<ul style="list-style-type: none"> • Interview the teacher about the use of English podcasts as listening learning media. • Say goodbye and thanks to the Principle of MTsN Kabanjahe, English teacher and the side who helped in this research.

Kabanjahe, May 19th 2018

The Researcher

Nursyahdiyah

NIM 34141010

APPENDIX VIII

LIST OF INITIAL STUDENTS

NO.	INITIAL OF STUDENTS
-----	---------------------

1.	AA
2.	ANS
3.	ASP
4.	AP
5.	CS
6.	DEDP
7.	DAJ
8.	DM
9.	DSP
10.	DNI
11.	FAZ
12.	FSCR
13.	HW
14.	II
15.	ISG
16.	IS
17.	LLA
18.	MNAF
19.	MRPJ
20.	MIF
21.	MIS
22.	MIA
23.	MK
24.	NSA
25.	NSI
26.	NN
27.	NR
28.	NAD
29.	PAA

30.	PP
31.	PNUK
32.	RR
33.	RG
34.	RHG
35.	SG
36.	SAM
37.	S
38.	SAR
39.	SY
40.	TJ

APPENDIX IX

THE STUDENTS' ATTENDANCE LIST

NO.	NAME	MEETING I	MEETING II	MEETING III	MEETING IV	MEETING V
1.	AA	✓	✓	✓	✓	✓
2.	ANS	✓	✓	✓	-	-
3.	APS	✓	✓	✓	✓	✓
4.	AP	✓	✓	✓	✓	✓
5.	CS	✓	✓	✓	✓	✓
6.	DEDP	✓	✓	✓	✓	✓
7.	DAJ	✓	✓	✓	✓	✓
8.	DM	✓	✓	✓	✓	✓
9.	DSP	✓	✓	✓	✓	✓
10.	DNI	✓	✓	✓	✓	✓

11.	FAZ	✓	✓	✓	✓	✓
12.	FSCR	✓	✓	✓	✓	✓
13.	HW	-	-	-	✓	✓
14.	II	✓	✓	✓	✓	✓
15.	ISG	✓	✓	✓	✓	✓
16.	IS	✓	✓	✓	✓	✓
17.	LLA	✓	✓	✓	✓	✓
18.	MNAF	✓	✓	✓	✓	✓
19.	MRPJ	✓	✓	✓	✓	✓
20.	MIF	✓	✓	✓	✓	✓
21.	MIS	✓	✓	✓	✓	✓
22.	MIA	✓	✓	✓	✓	✓
23.	MK	✓	✓	✓	✓	✓
24.	NS	✓	✓	✓	✓	✓
25.	NS	✓	✓	✓	✓	✓
26.	NN	✓	✓	✓	✓	✓
27.	NR	✓	✓	✓	✓	✓
28.	NAD	✓	✓	✓	✓	✓
29.	PAA	✓	✓	✓	✓	✓
30.	PP	✓	✓	✓	✓	✓
31.	PNUK	✓	✓	✓	✓	✓
32.	RR	✓	✓	✓	✓	✓
33.	RG	✓	✓	✓	✓	✓
34.	RHG	✓	✓	✓	✓	✓

35.	SG	-	-	-	-	-
36.	SA	✓	✓	✓	✓	✓
37.	S	✓	✓	✓	✓	✓
38.	SAR	✓	✓	✓	✓	✓
39.	SY	✓	✓	✓	✓	✓
40.	TJ	✓	✓	✓	✓	✓

APPENDIX X

**THE RESULT OF STUDENTS' SCORE IN PRE-TEST, POST-TEST 1, AND
POST-TEST 2**

No	Initial of Students' Name	Cycle I				Cycle II	
		Pre-Test	Criteria Success (>8,0)	Post Test I	Criteria Success (>8,0)	Post-Test II	Criteria Success (>8,0)
1	AA	7,5	Fail	7,0	Fail	6,5	Fail
2	ANS	3,0	Fail	6,0	Fail	Absent	Absent
3	ASP	0,5	Fail	4,0	Fail	6,0	Fail
4	AP	2,5	Fail	4,5	Fail	8,0	Successful
5	CS	6,5	Fail	8,5	Successful	9,5	Successful
6	DEDP	5,0	Fail	6,0	Fail	8,0	Successful
7	DAJ	8,5	Successful	5,5	Fail	8,0	Successful

8	DM	2,0	Fail	3,0	Fail	6,5	Fail
9	DSP	5,5	Fail	8,5	Successful	8,5	Successful
10	DNI	5,0	Fail	8,0	Successful	8,0	Successful
11	FAZ	8,0	Successful	7,0	Fail	7,5	Successful
12	FSCR	8,5	Successful	10,0	Successful	10,0	Successful
13	HW	Absent	Absent	Absent	Absent	9,0	Successful
14	II	8,5	Successful	10,0	Successful	10,0	Successful
15	ISG	8,5	Successful	9,0	Successful	6,5	Fail
16	IS	7,0	Fail	8,0	Successful	8,0	Successful
17	LLA	1,5	Fail	7,0	Fail	6,5	Fail
18	MNAF	6,0	Fail	5,5	Fail	8,0	Successful
19	MRPJ	1,0	Fail	2,5	Fail	5,0	Fail
20	MIF	2,0	Fail	6,5	Fail	8,0	Successful
21	MIS	4,5	Fail	6,0	Fail	9,0	Successful
22	MIA	1,0	Fail	4,5	Fail	5,5	Fail
23	MK	2,5	Fail	5,5	Fail	6,0	Fail
24	NSA	5,0	Fail	8,5	Successful	9,5	Successful
25	NSI	7,0	Fail	5,0	Fail	6,0	Fail
26	NN	5,0	Fail	8,0	Successful	8,5	Successful
27	NR	4,5	Fail	7,0	Fail	7,5	Fail
28	NAD	3,5	Fail	6,0	Fail	7,0	Fail
29	PAA	2,5	Fail	3,0	Fail	6,0	Fail
30	PP	0,5	Fail	0	Fail	3,0	Fail

31	PNUK	4,0	Fail	5,5	Fail	6,5	Fail
32	RR	4,0	Fail	5,5	Fail	7,5	Fail
33	RG	4,0	Fail	4,0	Fail	5,5	Fail
34	RHG	2,0	Fail	2,3	Fail	3,0	Fail
35	SG	Absent	Absent	Absent	Absent	Absent	Absent
36	SAM	3,5	Fail	4,5	Fail	7,5	Fail
37	S	2,5	Fail	4,0	Fail	7,0	Fail
38	SAR	2,0	Fail	7,0	Fail	6,5	Fail
39	SY	6,0	Fail	6,0	Fail	8,5	Successful
40	TY	2,0	Fail	3,5	Fail	3,0	Fail
	Total	$\sum x = 163$ $M = 4,29$		$\sum x = 222,5$ $M = 5,86$		$\sum x = 270,5$ $M = 7,12$	

APPENDIX XI

Documentations

The first meeting, before doing the pre-test



The second meeting, cycle 1 giving the treatment



The third meeting, doing the post-test 1



The forth meeting, giving the treatment in cycle 2



The fifth meeting, giving the post-test 2



Taking the picture with english teacher in MTsN Kabanjahe

